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**BRYN MAWR COLLEGE**  
**1970 - 1973**  
**REPORT OF THE PRESIDENT**

**THE LONGER ROAD**



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## THE LONGER ROAD

### Report of the President 1970-1973

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BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT  
1970-71, 1971-72 and 1972-73

*To the Directors of Bryn Mawr College:* I have the honor to present a report on the College for the three years 1970-1973.

As Bryn Mawr approaches its tenth decade, which will begin in the year of the nation's bicentennial, fundamental questions are facing the College, not unlike those before the country. Are its founding principles and purposes true for today's world? What is its present state? What will be required to fulfill its promise?

The answers are not self-evident, for the College or the country. This report offers some answers and proposes some questions for the College's continuing search.



## I. THE URGENT AND THE IMPORTANT

When the end of the Vietnam War was announced, students rang the bell in Taylor Tower for twenty minutes. They seemed to be ringing out a decade of national and international death and destruction. They were not sounding a return to the high optimism of the early 1960's, but there was hope in the air.

Throughout the country, student concerns for peace and justice had been deeply stirred by the events of the Sixties, yet their efforts to achieve these perennial goals proved frustrating. Much was learned in that decade of tragedy, but it was a form of Socratic learning, a growing recognition of what was not the answer, not the way—and for many it was a hard and painful dialectic. Few of the lessons were those of the classroom; indeed in most colleges and universities it was not a very good time for classroom teachers or traditional studies, whose authority and relevance were widely challenged.

As so often in history, the urgent had become the enemy of the important. If liberal and professional education is important, the urgent in the form of great issues drawing students off campus into public action, sometimes into the streets, was on many occasions its enemy.

Now in the early 1970's there are widespread signs of a renewed acceptance of the longer road—the road of books and teachers, education and research. Once again their importance is being recognized by those seeking to turn social concern into effective action,

or to live wisely as citizens of a complex world. Along with this sense of the inevitability of higher education, there also appears to be a revived enjoyment of it.

If this does prove to be the general spirit of the new student generation in America, instead of the apathy or mere careerism predicted by some observers, it will be good for the country and for all colleges and universities. Higher education will again have the opportunity to play its proper role in our national life.

In any case it is the spirit at Bryn Mawr, where the commitment to scholarship was maintained even in the most turbulent moments of the last decade and where academic interests and creativity now flourish more strongly than ever. The increasing number of Bryn Mawr students going into law and medicine and exploring new opportunities in business and administration, the record registrations in some of the sciences, in Greek and other languages, and in history of religion, the lively activity in the arts, the extension of student self-government and the growth of the graduate schools are not signs of apathy. Members of the faculty say that student responsiveness to teaching and readiness for study are at a high point.

To make the most of the present opportunity, we must understand the role for a small university-college, especially committed to the education of women. Certain propositions seem clear.

Some kind of universal liberal education is a necessary implication of the Declaration of Independence and of the Constitution. When We the People are the Guardians of the Republic, the education of all the people becomes a central requirement. To fulfill this promise, America as a whole must be a learning society, and education for freedom must be a central function.

Responding to this need of a self-governing nation, public and private colleges and universities with support from state and federal



governments and from major foundations have been opening their doors to greater numbers of students of diverse economic and cultural backgrounds, of all races and both sexes. This historic effort to offer equal educational opportunity to all Americans has produced a crisis of quantity and quality. Though it is not clear yet whether the country is prepared to pay the price of mass education, the commitment has been made and the financial consequences will have to be faced.

Equally critical is the question whether the search for the kind of education required for citizenship in the late 20th century can thrive in the midst of this expansion. One of the insights of the last decade is a new recognition of the curse of bigness. If the search for quality is submerged by the urgencies of large numbers, higher education will be in danger of redoubling its efforts and losing its purpose.

As a small, residential university-college, Bryn Mawr has relatively little to contribute to quantity, but much to contribute to quality. It cannot compete in numbers with the giant city and state university systems but it can offer a different model in which small size is an essential part of its character and strength, not a limitation. With the individuality and flexibility smallness makes possible, Bryn Mawr can give a modern reality to the ancient idea of the Academy. As an intimate community of scholars, teaching at both the undergraduate and graduate levels and pursuing advanced research, it serves as an important alternative, perhaps an antidote, to the impersonality and bureaucracy of the multiversity.

In many institutions, the demand for shortcuts, "relevant" courses, and relief from academic requirements has left so many holes in the curriculum that anything resembling a liberal education runs out. With the determination of its faculty and support of its students, Bryn Mawr has successfully resisted such pressure. It has maintained basic requirements and continues to insist upon and seek a coherent curriculum.

“Advanced education” was the object of the new college for women established in the 1877 will of Joseph Wright Taylor. The College’s present and future may thus be found in its pioneering past, and in particular in its original association of the advancement of women with the most rigorous form of higher education. The liberation of women was possible, the early College demonstrated, through the development of the intellect with the highest and most demanding standards of scholarship, long though that road might be.

Is anything less required today for the full liberation of women or of anyone of any sex, race, class or national origin? The road to effective freedom in this century of science, technology and global interdependence is not likely to be easier or shorter. As our society accepts responsibility to educate all men and women, and as public colleges and universities respond to the urgent demands of their many constituents, it is all the more important that some independent and smaller institutions of learning continue the search for the advanced education necessary to understand the modern world, and maintain the standard of the Academy at its highest.

## II. DISCOVERING A COLLEGE

### *What the College Is Not*

To appraise Bryn Mawr's present role and promise, it is necessary to know what Bryn Mawr is *not*. Contrary to legend, the College is not an exclusive, single-sex undergraduate school, a richly endowed Quaker institution, serving an upper stratum of society; nor is it an ivory tower of bluestocking scholars isolated from the world. Discovering the College's multiple dimensions, at first through a series of negative insights, was part of the education of a new president.

Taylor Tower looks out on a campus of some 850 women undergraduates and 650 men and women graduate students with approximately 175 faculty members who teach both undergraduate classes and graduate seminars and engage in advanced research. It is a community where achievement bears no relation to race, sex, age and family income, where students from 36 countries live and work, where more than two out of five students receive some form of financial aid.

Bryn Mawr looks beyond its towers to Haverford, Swarthmore and the University of Pennsylvania, the three institutions with which it cooperates most closely in faculty and student exchange and library coordination; to more than 60 social agencies in the greater Philadelphia area where the students of the Graduate School of Social Work and Social Research are assigned for field work; to the public schools where students who seek certification as teachers or counselors go for practice teaching, apprenticeship and research; to the overseas operations of the College at summer insti-

tutes in France and Spain, and archaeological excavations in Italy and Turkey; to students on junior year abroad arrangements in many countries; to faculty doing research on all continents; and to all the institutions in this country and around the world where Bryn Mawr's 11,000 graduates teach and work.

Bryn Mawr is—and was founded to be—not only a college but a small university. In 1888 the College awarded one A.B. and one Ph.D.; from 1970 to 1973 520 seniors received A.B.'s and 429 students received advanced degrees, including 112 Ph.D.'s. To it have come many educators of renown and from its 23 departments offering graduate programs have gone a significant proportion of the women joining the faculties of America's institutions of higher education.

Though academic rigor is indeed Bryn Mawr's hallmark, the formidable bluestocking image is not and never has been accurate, as visitors to Parade Night, Lantern Night, Step Sings and May Day have noted through the years. Music, theatre and the fine arts—once discouraged by Quaker attitudes and still restricted by meager budgets—are all thriving, supported by increasing student interest and joint ventures with Haverford.

Nor has Bryn Mawr ever been a school especially for Quakers, despite its founder's and the trustees' membership in the Society of Friends. The original determination to provide higher education for women was limited neither to Quakers, nor to the Philadelphia Main Line, nor to those with money. Initially the quality required most was courage, including the courage to be laughed at for presuming to enter the domain of men. The constituency was national, even international from the College's earliest years; not exclusive in any normal sense, but severely self-selective, discouraging many who were not attracted by its demanding scholarship.

Compared to some other institutions, Bryn Mawr is not richly endowed. Its total endowment of some \$38 million in 1973 seems

modest next to Princeton's \$532 million, Yale's \$600 million, or Harvard's \$1.5 billion. Taking the size of the student body into account, Princeton's endowment of approximately \$100,000 per student, for example, is four times as much as Bryn Mawr's.

### *The Quaker Spirit*

In each of these widespread misapprehensions about Bryn Mawr, however, there is an element of truth. The College is rich—in its human resources, its buildings and grounds, its standards, its history—and although not a Quaker college, the spirit that gave it birth is still a creative force.

In 1970, when the chairman of the Board of Directors asked for the new president's opinion of a suggestion by some Quaker trustees that judicial relief be sought from the requirement that all 13 trustees (constituting a majority of the 25 Board members) be members of The Society of Friends, I expressed doubt that a court would find the provision for Quaker trustees unworkable, and said I saw no case for the change: the College seemed secular enough to satisfy any concern about academic freedom, and the ties to Quaker values seemed a good anchor to windward. "Then," urged the chairman, Judge Edmund B. Spaeth, Jr., "let us take care to be appropriately Quaker in administering the trust."

An immediate test was the issue of the College's responsibility as a stockholder in various corporations. In response to requests from a number of faculty and students that the College's stock be voted in favor of several stockholder proposals relating to safety, pollution and policies affecting minorities, the Board decided to undertake a study of the social implications of its investments. This gave new direction to the trustees' long-standing Quaker concerns: stock in tobacco, liquor and munitions had been regularly eschewed, but affirmative action as a stockholder called for more complex decisions.

After careful consideration of the pending proposals, the Board decided to support the principle of full disclosure of information of public interest. To avoid recurring *ad hoc* decisions it established in 1972 a Committee on Investment Responsibility, a small continuing study group of faculty, students, alumnae and directors headed by trustee Alison Stokes MacLean '41. This group collects information through its own research and through collaboration with similar efforts by other institutions, especially the Investors Responsibility Research Center, Inc. initiated by Harvard University. Discussions with representatives of business take place through the seminars of the College's Associated Fellows Program, started in 1970 to promote dialogue between the College and corporations. The program is headed by trustee James Wood, vice president of the Bank of New York.

Another manifestation of the Quaker spirit occurred in the spring of 1970, after the Pennsylvania legislature required that every college participating in the state scholarship program agree to provide information about any of its students as to a variety of alleged offenses. After careful consideration of the implications, President Katharine E. McBride recommended to the Board that the College decline to accept such state intrusion in academic affairs.

This position was supported by the affected students themselves, who said they would rather lose state support than have the College accept the role of informer, and by the faculty and alumnae, who contributed funds to make up the lost aid. Arriving just after this decision, I had the privilege of carrying the College position into federal court, where Bryn Mawr through an *amicus curiae* brief supported a suit brought by Goddard and Haverford Colleges and several affected students to declare the new law unconstitutional. We were joined by 31 institutions including Carnegie-Mellon, Dartmouth, Harvard, Notre Dame, Princeton, Vassar and Wellesley. In due course, the court struck down the provisions to which we most objected, and the aid to Bryn Mawr students was restored—indeed, the Court ordered restitution of lost scholarships.

The College has responded to the recent years of student protest with similar respect for individual rights. On the occasion of the invasion of Cambodia in 1970 when a number of other colleges closed down, Bryn Mawr's students and faculty maintained a difficult balance, continuing classes while enabling those who engaged in off-campus activity to make up their academic work later. At the 1972 Commencement, a College-wide anti-war resolution which had been proposed by some and agreed to by many was rejected on the grounds that it would inflict majority opinions upon a minority. Instead, it was agreed that every graduating student would be invited to submit his or her individual views to be combined in a notebook to be presented to members of Congress and President Nixon. Here, too, a Quaker respect for minorities served the College in protecting the rights of dissenting individuals and in resisting moral imperialism. The 1907 warning of M. Carey Thomas, the College's first dean and second president, "against the tyranny of the opinion of the majority which is felt more strongly by college students than by any other people" is well-taken, though one need not agree with Miss Thomas that "even in college the opinion of the majority is generally wrong."

### *A Women's College*

Forty-two years ago Bryn Mawr began accepting male graduate students; nearly 200 are now enrolled and there are more than 300 male undergraduates attending classes through exchange programs with other institutions. The College nevertheless remains a predominantly women's institution. In giving undergraduate degrees only to women and in renewing its strong commitment to women's education, it is resisting the tide of conventional coeducation now dominating all levels of education.

At the end of the Sixties, the coeducational trend was so strong that David Riesman and Christopher Jencks in their book *The Academic Revolution* concluded "that women's colleges are probably an anachronism." They reported that "most women find it easier to

come to terms with male dominance at an integrated college." Reviewing this finding in 1973, in the light of the women's movement and the particular experience of Bryn Mawr, Mr. Riesman noted "how mistaken" they had been. He congratulated the College for having stood successfully against "the almost invariably opportunistic and even panicky drive toward the supposed 'naturalness' of coeducation," and warned against "the tipping of neighborhoods, whether in sex relations or in race relations" and against "the forcibly coeducational world that exercises hegemony among young people ... what might be called the tyranny of sexual enlightenment." He concluded: "There is a seriousness possible in a woman's college which should not be lost."

In the Seventies, as new fields and career opportunities are opening to women, there is a revival of student interest in the College's feminist tradition, and especially in its indomitable first dean and second president. "The school's initiator being dead, yet speaketh," wrote Marianne Moore '09, of M. Carey Thomas. In *The Penelopey*, the Junior Show of 1972, Odysseus (a Haverford student) stayed home with the children while Penelope sailed off on all the adventures.

Studying in such a community with a majority of women students, with many women as teachers and academic leaders, is a stimulus to ambition and self-confidence. A significantly higher proportion of women undergraduates at Bryn Mawr choose to major in the physical sciences, to cite one example, than at the nation's leading coeducational colleges. The College considers it important to preserve this climate of encouragement.

Knowing that Bryn Mawr has never "reserved seats" or adopted quotas for women on its faculty or staff, the Faculty Salary Committee in 1971-72 conducted a study of promotion and salary records to see whether women were in fact offered equal opportunity. It found no evidence of discrimination. Of the full-time faculty, 60% are



men, 40% women. In few of the major colleges or universities do women members of the full-time faculty comprise even ten percent.

In recent years, the College has moved to assure appropriate academic attention to questions about women, offering such courses as *Women in Literature*, *The History of Women in America* and *Women in American Society*. A student-initiated Women's Studies Committee has advised the Curriculum Committee on the development of new courses and worked closely with the College's health service on the counseling needs of women students.

To assist students in considering a wide spectrum of post-graduate options the Office of Career Planning and Placement has organized a series of career conferences. With the support of the William C. Whitney Foundation and the friends and family of Alexandra Colt Werkman '60, alumnae from a number of professional fields have been brought to the College for discussions with interested students.

In the summer of 1972 an intern program was initiated through which eleven students worked in various business, professional or public service assignments in Washington, Philadelphia and Boston. Students employed by the Bell Telephone Company of Pennsylvania and the Pennsylvania Power and Light Company were assigned to study and make recommendations on the status of women in those companies. In the spring of 1973 a Business Week at Bryn Mawr was organized with a special series of lectures and seminars on the evolving role of American business and the new opportunities for women. During this week a senior executive of Western Electric was the College's first executive-in-residence. A new advisory Committee on Women in Business and Administration headed by business executive Dewilda Naramore Harris '38 will be advancing this effort.

What about men in such a predominantly women's institution? In addition to the appeal of the College's academic programs, there is

the special opportunity to study or teach, live and work in an institution where women are respected colleagues and leaders. For men to be in a minority situation is a rare experience in our society. They should find it—as I do—more interesting, instructive, and challenging than the conventional form of coeducation, which seeks to integrate women into predominantly male institutions.

### *Cooperation Beyond the Campus*

Thanks to growing connections with neighboring institutions Bryn Mawr is far from isolated. Courses at Bryn Mawr, Haverford and Swarthmore are generally open to all the undergraduates of the three colleges, and there is an exchange with the University of Pennsylvania, largely at the graduate level. A regular free bus shuttles back and forth between Haverford and Bryn Mawr and a station wagon takes students to and from Swarthmore. If this extensive interchange were not the case, the future would not be so promising, for despite the new emphasis on women's self-determination, isolated, single-sex colleges have lost much of their appeal for the college-bound student.

A promising model for further cooperation has been developed by Bryn Mawr's History of Religion Department with its counterparts at Swarthmore and Haverford. An exchange of faculty members began in 1971 with a member of the Swarthmore faculty giving a course in his particular area on the Bryn Mawr campus while a Bryn Mawr faculty member returns the service at Swarthmore, and Haverford students attend either. Such faculty exchange is also involved in the joint graduate program in the History and Philosophy of Science with the University of Pennsylvania. With Swarthmore and the University, because of geographical distance, moving faculty members rather than students makes good sense and is expected to become a more common pattern involving other departments. Through increased cooperation among the three colleges and the University, unnecessary duplication can be avoided and the curriculum of each enriched.

Since Haverford and Bryn Mawr are only a mile apart and Haverford does not admit women except as exchange students, there is an especially close relationship between the two. Total annual cross-registration in undergraduate semester courses at Bryn Mawr and Haverford have multiplied more than seven-fold from about 270 in 1964-65, to 1470 in 1970-71, to over 1700 in 1971-72 and 2000 in 1972-73. Thus several hundred students go every day to classes on the other campus; about 90% take at least one course at the other college during their undergraduate years.

In 1969-70 the two colleges commenced an experiment in coeducational living. The first year, Radnor Hall housed about 25 Haverford students, and an equal number of Bryn Mawr students took up residence in Haverford dormitories. The exchange expanded in 1970-71 to include Rhoads Hall and in 1971-72 Merion Hall on the Bryn Mawr campus, with about 115 Haverford students in residence, and the same number from Bryn Mawr at Haverford. Approximately 230 Bryn Mawr students, or nearly 30% of resident undergraduates, were therefore living in coeducational halls. Although many Bryn Mawr students do not take this option, most agree that the resulting diversity has enriched life at both colleges. An undergraduate woman at Bryn Mawr can choose to live in one of five women's halls, or in one of three coeducational halls, or at Haverford; to study with male or female professors; to take a number of courses at Haverford or Swarthmore, or none; to eat or study or engage in extracurricular activities at Haverford, or not to, when and as she wishes. The range of options for a Haverford student is equally wide and unusual.

The bi-college community is further strengthened by the cooperation of the libraries on each campus; they are open to members of both colleges, with each card catalog cross-referenced to the other collection. Academic cooperation between departments has grown significantly and should increase as a result of a more comprehensive policy of intercollege cooperation adopted by the Bryn Mawr

faculty in 1973. The Departments of Economics, Political Science and Sociology have already designed their programs to complement each other. The English and History Departments, among the largest at both colleges, are each now teaching a combined course at an early level so that their students start off with the same background and expectations, become more aware of the particular strengths of the respective departments and progress through their major work more intelligently. All departments now consult on appointments, and are asked to meet regularly to coordinate curricular planning. Students may major in departments at the other campus when no equivalent program exists on their home campus; Bryn Mawr's divisional requirements may now be met through appropriate Haverford courses.

Administrative cooperation has extended from regular meetings of the presidents to joint planning by the provost and deans, admissions officers and business officers. Student officers work closely with their Haverford counterparts, coordinating Freshman Week planning and activities, producing a joint Bryn Mawr-Haverford student handbook, publishing the *Bryn Mawr-Haverford News*, and operating other joint ventures such as the theatre groups, dance club, orchestra, chorus, and literary magazines.

This developing two-college community may well represent the most extensive cooperation between any two independent colleges in America. Students speak of enjoying "the best of both worlds." Not everyone is satisfied with the progress, however, for many at Haverford would like more Bryn Mawr students in their classes, and some at Bryn Mawr fear that the increasing number of men in residence may tip the scales against the women's halls; on both campuses there are those who seek unrestricted cross-majoring. Haverford often seems puzzled by Bryn Mawr's concerns about the special educational interests of women, and Bryn Mawr is disturbed by the recurring possibility that Haverford may admit its own women students and become less committed to cooperation. Bryn

Mawr's commitment to its graduate programs further complicates interdepartmental cooperation. Moreover, this two-college collaboration must surmount an unusual reversal of roles: in no other such relationship between a men's institution and a women's institution is it the latter which is larger and offers the graduate programs; elsewhere the women's institution usually becomes an annex to the dominant men's institution. Neither Bryn Mawr nor Haverford is an annex, yet the twain do meet.

### *A Slow and Stately Process*

It must not be easy for even a close and friendly men's college to deal with a strong-minded women's institution which is also a small university. Time and work in common with its main constituents—students, faculty, staff, alumnae and alumni—are necessary to appreciate what Marianne Moore meant when she said that at Bryn Mawr “freedom is rooted in vitality.” Understanding Bryn Mawr and its “constants for continuity” is indeed a challenge. With friendly impatience, the editors of the *Bryn Mawr–Haverford News* have written of the College's slow and stately process of decision and change. So be it.

Bryn Mawr is not a place of sudden or easy innovation. In its own right it was and is an experiment, albeit one that continues and is deeply rooted. Self-government at the College, whether in student or faculty affairs, operates by consent, usually slowly and with a sense of organic growth. Solid academic growth, far-reaching inter-college cooperation and significant curricular innovation have come out of this process. An educational writer who did not know that I came to Bryn Mawr from a new college where everything had been started from scratch recently asked what, if we had the opportunity to start Bryn Mawr afresh, I would wish to have as its first ingredient. He expected a suggestion of some new academic departure; to his puzzlement my answer was: Bryn Mawr's traditions.

Traditions of scholarship and academic integrity do not develop overnight; to see how difficult they are to create, and how necessary, try to operate a college or conduct an educational search without them. As the 1973 senior class musical comedy *Fiddler With the Truth* put it:

*"You may ask, how did this tradition get started? I'll tell you—I don't know! But because of our traditions everyone knows who she is; and what the deans expect her to do . . . Without our traditions, our lives would be as shaky as a fiddler with the truth!"*

### III. THE MAIN THING

#### *A Small University With Three Schools*

During the 1971 ceremony when Georgia O'Keeffe and Hannah Arendt received the M. Carey Thomas Award, joining the company of Jane Addams, Florence Sabin, Eleanor Roosevelt, Anna Lord Strauss, Marianne Moore, Eudora Welty and Bryn Mawr presidents Marion Park and Katharine McBride, Miss Arendt said that in these "still dark times" Bryn Mawr has been "one of the very few places which has shed light and illumination," and the reason for this, she suggested, was that the College was "always aware of the main thing, that is . . . that the life of the mind is something to be cherished for its own sake." Stressing the "friendship between faculty and student body that is possible only in a mini-university and without which all life goes out of learning and teaching," she said, "It may well be that the university which today is in such deep trouble everywhere will survive only in such a mini form and under the conditions of austerity."

To see how well the College was upholding the "main thing" and to help it choose its future course in the midst of a new austerity, the Board of Directors in 1971 authorized the formation of a special Committee on Long-Term Needs, which included members of the faculty, student body, and administration; its chairman was Barbara Auchincloss Thacher '40, former president of the Alumnae Association and a vice chairman of the Board of Higher Education of New York City. Securing detailed information from each department and school and seeking five- to ten-year views, the Committee consulted faculty, student organizations, alumnae officers, and many

councils and committees of the College, and held open meetings on various areas of concern. It concluded that there was a remarkable consensus on the fundamental character of the College as a small university combining undergraduate and graduate schools within a network of cooperating colleges and universities, combining an outstanding student body with a faculty of teacher-scholars, combining intensive in-depth study within a discipline with the broader range of a liberal arts curriculum, combining commitment to the education of women with dedication to a scholarship that is sex-blind.

Hannah Arendt to the contrary, observers from afar usually contend that a small college cannot successfully operate graduate programs leading to the Ph.D. degree in more than twenty departments. Aware of the conventional wisdom that graduate studies should be concentrated in the large universities with the greatest resources, the Committee on Long-Term Needs looked with care at the case for continuing graduate work at Bryn Mawr. It found that with few exceptions faculty members and graduate students supported the continuation of graduate programs in Arts and Sciences as well as in Social Work and Social Research. The Committee reported the staunchly held belief that at least part of Bryn Mawr's distinctive educational benefits "stems from guidance at all stages of Arts and Sciences graduate and undergraduate teaching by a single well-trained faculty of producing scholars."

This judgment received support from the June 1972 report of the Carnegie Commission on Higher Education. While affirming its general opposition to the expansion of locations for graduate work, the Commission's report, *Reform on Campus*, noted that "graduate students in liberal arts colleges are particularly well disposed toward the education they are getting" and stated that "we do favor, on this evidence and on the successful experiences of colleges like Bryn Mawr, a modest expansion of advanced graduate studies in the larger and the better liberal arts colleges." In contrast to the discon-



tent being registered by many graduate students in major universities, it was noteworthy that about 80% of the 1600 Bryn Mawr graduate alumnae and alumni surveyed in 1970-71 said that in terms of intellectual development and of their careers they were satisfied with their Bryn Mawr education.

Further support came in the latest survey of all American graduate programs by the American Council on Education. Although that survey's principle of measuring quality by a poll of national scholars inevitably emphasizes the larger and better known departments, it was encouraging that this 1970-71 study gave favorable comment to Bryn Mawr in nine areas. In 1973 along with Columbia, Harvard, Princeton, Stanford and Yale, Bryn Mawr was selected by the Mrs. Giles Whiting Foundation for a five-year program of top-level fellowships in the humanities for exceptionally promising graduate students in their final dissertation year before the Ph.D. degree.

Reflecting the determination to continue as a small university, the College in 1970 was divided under a new academic plan of government into three schools, the Undergraduate College, the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. With this division into three schools, the faculty was also divided, necessarily on somewhat different lines: there is a single faculty of Arts and Sciences for the academic affairs of both the Undergraduate College and the Graduate School of Arts and Sciences, a separate faculty for the Graduate School of Social Work and Social Research, and a general faculty for the College as a whole. Each school has its dean and administrative staff, with autonomy in admissions and in financial aid, and with special procedures for curriculum planning and supervision. On all faculty appointments and promotions the president consults the Committee on Appointments elected by the General Faculty, and then takes his nominations to the Board of Directors.

In 1970, upon the recommendation of a search committee of faculty, students and directors, the Board of Directors appointed Mary Patterson McPherson, A.B. Smith '57, Ph.D. Bryn Mawr '69, Dean of the Undergraduate College to succeed Dorothy Nepper Marshall, Ph.D. Bryn Mawr '44. An associate professor of philosophy and formerly an associate dean of the College, Miss McPherson is chairman of the Undergraduate Curriculum Committee and the Undergraduate Council; under the new academic plan of government I have named her chief academic deputy to the president. In 1971 Mrs. Marshall, now the vice chancellor for academic affairs and provost at the University of Massachusetts at Boston, was elected a member of the Bryn Mawr Board of Directors.

In 1972, with the impending resignation of Elizabeth Read Foster as Dean of the Graduate School of Arts and Sciences, the Board of Directors announced the appointment of Phyllis Pray Bober, Ph.D. New York University '46, as the new dean, effective in July 1973, and the appointment of Phyllis S. Lachs, Ph.D. Bryn Mawr '63, as the associate dean and, for 1972-73, the acting dean. These appointments were also made upon the recommendation of a search committee of faculty, students and directors. Mrs. Bober has been chairman of the Department of Fine Arts at University College of New York University. Mrs. Foster has returned from sabbatical leave to continue as a professor of history.

The Dean of the Graduate School of Social Work and Social Research is Bernard Ross, Ph.D. University of Michigan, who was director of the Graduate Department of Social Work and Social Research when it became a Graduate School in 1970. He has taught at Bryn Mawr since 1958.

### *Library and Learning Resources*

With the move into the new Mariam Coffin Canaday Library, the College's main library once again has space for growth. Marking the end of years of overcrowding and curtailed acquisitions, students,

faculty, staff and Board members volunteered to carry several hundred thousand volumes from the M. Carey Thomas Library into Canaday during the January recess in 1970. Canaday doubles the College's capacity to house books, periodicals, tapes, maps, microfilm, and archives in the humanities and social sciences. The Art and Archaeology library housed in the West Wing of Thomas and the separately housed science libraries are still cramped for space.

Under the leadership of James Tanis, Director of Libraries and Professor of History, Th.D. University of Utrecht, a ten-year plan for library development has been prepared. An important step forward has been the change in classification from the Dewey Decimal System to that of the Library of Congress. The resulting inspection of every book and periodical made manifest the need for a major program of conservation and rebinding. By conducting the reclassification and rebinding simultaneously we are accomplishing a substantial saving of time and money as well as the long-needed repair of many valuable volumes.

The integration in the Canaday card catalog of the Haverford library cards brings approximately 625,000 entries into one file. Through the assistance of the Richard King Mellon Foundation a system of joint selection and ordering of university press publications was begun, and direct telephone service between the two college libraries was established. Taking a further step in inter-institutional cooperation and technological efficiency, Bryn Mawr in 1973, along with the University of Pennsylvania and other Philadelphia institutions, joined the Ohio College Library Center's successful computer-based cataloging system. This processing service supplies member libraries with catalog cards alphabetized for filing. When the title and author are typed on a terminal at Bryn Mawr, the text of the cards is produced in Ohio and mailed to the College.

The Library has been strengthened by important new collections. The bequest of Ethelinda Schaefer Castle '08 expanded significantly

the opportunities for the study of the graphic book arts. With the intention that "Bryn Mawr should have the very best!" and the "Art of the Book" as her guiding principle, Mrs. Castle built a magnificent collection, ranging from 15th-century treasures to 20th-century books and manuscripts. A major anonymous foundation gift enabled Bryn Mawr to purchase the Berkeley Divinity School collection, and to bring it from New Haven already cataloged and ready for use. This excellent Berkeley collection increased holdings of religious books, periodicals and microfilm from 10,000 to nearly 50,000, adding great support to the College's fast-growing program in History of Religion. Important donations of Judaica and Hebraica from the families of the late Elizabeth Tubis Piwosky and Rabbi Mortimer J. Cohen have further contributed to the resources available for this department. The program in history of science has also received valuable support through the fine collection of the late University of Pennsylvania Professor Conway Zirkle, given by him in honor of his wife, Helen Kingsbury Zirkle '20, M.A. '21.

The Class of 1912 Rare Book Room, which houses the Marjorie Walter Goodhart Medieval Library of incunabula and medieval manuscripts, was the scene of celebration in the spring of 1972 as the College added its one-thousandth incunabulum. In a talk entitled "Of What Use Are Old Books?" Phyllis Goodhart Gordan '35, speaking of the value of ties to the ancient and universal company of scholars, told how her mother's class, 1912, gave a rare book room to the College as a reunion gift in the hope it would inspire her father to give his books. They were right—he did, as have so many others since. The Library is under increasing pressure to acquire learning materials other than books and periodicals. The new interdepartmental major in the Growth and Structure of Cities, for example, is calling for a world-wide assortment of maps, panoramas, atlases, and town and city guidebooks. Slides, films, tapes and visual aids of all kinds are much needed but in short supply.

Outside the Library proper, the language laboratory in Thomas is under-equipped and under-staffed. Through the gift of a friend of

the College, Bryn Mawr now has a videotape recording system, used for practice-teaching by the Education Department and instructors in dance, for recording community meetings by the Graduate School of Social Work and Social Research, and for College-wide reporting of major events.

The Computer Center in Dalton now has expanded services and a full-time director. In 1971 Bryn Mawr joined the University of Pennsylvania, Swarthmore, and a number of other colleges and universities in establishing a regional educational computer consortium, UNI-COLL, under the auspices of the University City Science Center. Access to the resources and technical support of a major computing center will enable us to meet present and future computing needs more efficiently and economically than maintaining and developing independent facilities. A high speed, remote batch terminal and nine teletype terminals located on campus link the College with UNI-COLL's IBM 370 Model 165 computer. Faculty and students also have access to the IBM 360 Model 44 computer originally established jointly with Haverford and Swarthmore under a National Science Foundation grant in 1968 and now owned and operated separately by Haverford.

### *Curriculum*

Computing is one of the new fields entering the curriculum, first through the physical sciences and now through the social sciences. New interdisciplinary courses in Energy Resources and the Environment also call for the understanding and use of the computer. Computer languages are thus taking their place alongside the classical and modern languages to which the College has a strong commitment.

Despite a national trend and some pressure within the College, knowledge of one or more foreign languages is still required for any Bryn Mawr degree in the Arts and Sciences—except in one science department where an M.A. candidate may offer a foreign language

or statistics. Efforts to extend these exceptions have so far failed to convince a majority of the faculty. It is the view of many faculty members that to award a degree in Arts and Sciences to a student who knows no language but her own would be, as one professor puts it, "treason to the international community of scholars."

Bryn Mawr was able to reinforce its commitment to language through the gift of the Clarissa Donnelly Haffner Language Hall, a residential center with separate French, German and Spanish dormitories and dining rooms (and since 1972 an Italian corridor) for about seventy students. In the spring of 1971, Miss McBride returned to dedicate this remarkable complex. French, German, Spanish and Italian majors are urged to live at least one year in Haffner Hall, to spend their junior year abroad in the appropriate country or, in the case of French and Spanish, to attend one of Bryn Mawr's overseas summer programs, the *Institut d'Etudes Françaises d'Avignon* or the *Centro de Estudios Hispánicos en Madrid*. Each of these latter programs draws advanced language students from thirty to fifty colleges and universities as well as Bryn Mawr.

Language and classical studies are also strengthened by the two overseas excavations of the Department of Classical and Near Eastern Archaeology. The excavation at Karatash-Semayük in Lycia, Turkey, conducted as a field seminar each fall, is producing evidence of architecture of c. 2500 B.C., and two painted tomb chambers of about 500 B.C. have been discovered in the area of Elmalı. The Etruscan site at Murlo near Siena, Italy, where faculty, advanced undergraduate and graduate students from Bryn Mawr and students from other countries work together during the summer, has uncovered a major building of the early Etruscan period decorated with terra cotta sculptures, as well as a valuable collection of 650-580 B.C. pottery, bronzes and ivory figures. Its discoveries have led to a basic re-examination of late seventh- and sixth-century B.C. Etruscan art and archaeology.

Further encouragement to language study is given by new interdepartmental majors in French Studies, Russian Studies, Classical Studies, Classical Languages and a new area of concentration in Hispanic and Hispanic-American Studies. Sponsored jointly by the French and History Departments, the major in French Studies builds on a new interdisciplinary course, *The Civilization of France*. A student in Classical Studies may construct her own major from components in five areas of study: Greek, Latin, Ancient History, Ancient Philosophy and Classical Archaeology. Classical Languages or Classical Studies majors may take a semester of work at the Intercollegiate Center for Classical Studies in Rome. The Hispanic and Hispanic-American Studies Program is a cooperative effort of the Departments of Anthropology, History, History of Art, History of Religion, Economics, Music, Political Science, Sociology and Spanish; the program is open to students majoring in any of these departments who expect to meet the necessary Spanish language requirement. Russian Studies draws on Bryn Mawr's Philosophy and Political Science Departments and Haverford's History and Economics Departments. The senior conference or seminar in each of these programs provides an opportunity for students to deal with questions that cut across the several disciplines or specialties involved.

All new curricular developments in the Undergraduate College are considered and approved by the Curriculum Committee which consists of six members elected by the Faculty of Arts and Sciences, five representatives from the elected undergraduate student Curriculum Committee, and the four class deans; its chairman is the dean of the College. The Committee has had a full agenda, responding to recommendations from student-initiated colloquia on the curriculum, to questionnaires organized by the Student Curriculum Committee, to proposals from groups interested in black studies, women's studies, the fine arts, and inter-college cooperation, as well as from various departments, professors and individual students. One step, the effects of which are still to be measured, was

the adoption in 1972 of a new grading system. After much debate the Curriculum Committee and the faculty replaced the old numerical grades with literal grades, and established a credit/no credit option for one course unit per year.

Another action, long-awaited by students and long-debated by the faculty, was taken in 1973: a new major program in Fine Art was approved. Developed as a joint venture with Haverford's three-man Fine Arts Department, this new program will be under the supervision of Bryn Mawr Professor of Fine Art Fritz Janschka and will include work in the History of Art Department. At Bryn Mawr the Arnecliffe studio provides space for painting, drawing, sculpture, and graphics; the Haverford studios include photography as well. Outside this major, elective credit has been approved for work in musical instruments, voice and dance. In connection with the upsurge of interest in Fine Art, and in cooperation with the History of Art Department, a committee on the Care and Acquisition of Art at the College was formed this year under the chairmanship of Ruth Levy Merriam '31, M.A. '32. The committee advises the president on the College's art collection and also on the Hobson Pittman Memorial Gallery, which opened in 1973 in the house on New Gulph Road bequeathed by the artist to Bryn Mawr along with a large part of his art collection.

Among the new courses approved by the Curriculum Committee of particularly current interest are *African History*, *Afro-American History* and *Folk History*; special units on women in the Sociology, History, and English Departments; and *The Dynamics of Environmental Systems*.

The most recent department, formed in 1969, is the Department of History of Religion. Annual course registrations in its Christian and Judaic studies have grown from 100 in 1969 to 300 in 1973. The requirement that students read original biblical and church texts has added to the enrollment in Greek, Latin and Hebrew courses. The



rapid increase in the study of Hebrew was assisted by the establishment in 1972 of the Monte and Bertha Tyson Lectureship in Judaic Studies. Student religious interest has been aided significantly by annual Roian Fleck Residents in Religion—theologians who come to campus for six weeks of special lectures, spiritual counseling and informal discussions with interested students.

A notable curricular innovation of the last two years, and one which has elicited much student interest, is the major in the Growth and Structure of Cities, the collaboration of ten departments and the Graduate School of Social Work and Social Research. It is designed as a form of liberal education in itself as well as an appropriate foundation for such graduate disciplines as architecture, city planning, public administration, social work, urban sociology and urban history—or for a career in government, community service or urban politics. Unlike most other urban studies programs which focus on contemporary problems with the goal of training a new group of specialists, this new major emphasizes historical and cross-cultural perspectives and draws on the College's traditional strengths in classics, history, and art history on the one hand, and its search for an understanding of the modern world through the social sciences on the other. A common denominator of this and other interdepartmental programs is that they rely on the College's existing resources, and fulfill a central requirement of the undergraduate curriculum: a strong major. To insure that the new breadth has a deep foundation, interdepartmental programs require advanced work in one of the sponsoring departments.

Interdisciplinary work does not always take the form of new programs. Sometimes a faculty member's expertise or interest involves him in the work of more than one department. One philosopher offers work in the Russian Department, while another chairs the graduate program in History and Philosophy of Science and teaches in the Spanish Department, and a third is chairman of the graduate Medieval Studies Program and offers courses in the

*Philosophy of Religion*. Anthropology lists a professor of music teaching *Ethnomusicology*, and a member of the German Department teaches *Linguistics*.

At the graduate level the professional requirements of individual disciplines determine the academic program, although to a considerable extent study in a small department is dependent upon faculty areas of specialization. Outside financial support, however, can make possible the faculty time and student aid required to allow the College to enter new fields. A major grant from the National Science Foundation in 1970, for example, launched the graduate program in Biochemistry which enabled the Departments of Biology and Chemistry to engage in joint teaching and research in that expanding field.

In the Graduate School of Social Work and Social Research, where field instruction is an essential part of the Master's program, the nature of the students' field assignments significantly influences the curriculum. During the last two years placements have been arranged in a greater variety of community institutions in addition to the customary welfare agencies. Recent assignments include, for example, the offices of Philadelphia city councilmen, the Court of Common Pleas, Community Legal Services, Inc. and the Commissioner of Higher Education in Harrisburg. Student experience and concern has led to courses in *Law as an Instrument of Social Change*; *The Ombudsman and Other Client Advocacy Systems*; *Black Family Structure, the Black Community and Social Work*; *Drug and Drug Abuse*; and *Current Issues in Corrections: Prison, Probation and Parole*. A new second-year curriculum for Master's students was adopted in 1970 with four options for concentration—community development, social planning, social service delivery, or social service management. In its doctoral program—established as the first such program in American higher education and now one of 25 in the nation—the School emphasizes social research and policy-making, with a professional combination of theory and practice. As traditional social

work systems have proved inadequate, students and faculty have increasingly turned their critical analysis to questions of social change and public law.

Bryn Mawr defines itself primarily through its academic program, but this is as many-faceted as the faculty and students of its three schools.

### *Faculty*

A list of books by current faculty members since the last published President's Report in 1963 is presented in an appendix to this report. The honors and research awards of the Bryn Mawr faculty are reported regularly in the quarterly issues of *The Alumnae Bulletin*. But these achievements do not adequately convey the qualities that led the Committee on Long-Term Needs to describe the Bryn Mawr faculty as "broad-gauged, multiskilled specialists with constitutions of iron." Nor do they tell the story of a faculty that has maintained its unity, loyalty and devotion through a difficult decade to a degree not found on many campuses.

Bryn Mawr has no "distinguished professors" who are distinguished by their absence from the classroom and who leave the teaching of undergraduates to graduate student assistants; the most advanced scholars teach freshman courses, and a junior member of the faculty may teach a graduate seminar in that member's special area of scholarship. With a student-faculty ratio of approximately 8:1, close student-faculty collaboration is possible at all levels. Just over 50% of Bryn Mawr's full-time faculty are on continuing appointment, a not unsatisfactory tenure ratio.

No expansion of the faculty of about 145 full-time teachers and 30 part-time lecturers has been possible in the last three years, except when previously scheduled or specially funded. Thanks to the Katharine E. McBride Fund for Faculty Appointments established in honor of Miss McBride, and funded primarily by alumnae and

parents of Bryn Mawr students, the College has been able to bring to campus for one or two semesters outstanding visiting professors or lecturers: in 1971-72 Lilian B. Jeffery of Oxford in Classical Archaeology and Greek, and Mario Gaviria Labarta of Madrid in Spanish and Sociology; and in 1972-73 Richard Grassby of Oxford in Economic History, and Elisabeth Littlejohn of the British National Council of Social Services in London, in Social Work and Social Research.

Miss McBride has become President Emeritus. Since 1970, the following professors have retired and joined the ranks of emeriti: Rachel Dunaway Cox, Frances de Graaff, Joshua C. Hubbard, Richmond Lattimore, Katharine D. K. Lower, Walter C. Michels, Milton Charles Nahm, Caroline Robbins, and Edward H. Watson.

In these years two members of the faculty have died, Professor Emeritus Charles Ghèquière Fenwick and Associate Professor Phyllis Burrows Turnbull, who was founder and director of Bryn Mawr's *Centro de Estudios Hispánicos en Madrid*.

The College's endowed and named chairs are now held as follows:

Ernst Berliner, *W. Alton Jones Professor of Chemistry*  
Robert L. Goodale, *Alice Carter Dickerman Professor of Music*  
Rosalie C. Hoyt, *Marion Reilly Professor of Physics*  
Howard C. Kee, *Rufus Jones Professor of History of Religion*  
Mabel L. Lang, *Paul Shorey Professor of Greek*  
Machteld Mellink, *Leslie Clark Professor of Humanities*  
Agnes Kirsopp Lake Michels, *Andrew W. Mellon Professor of Humanities*  
Jane M. Oppenheimer, *Class of 1897 Professor of Biology*  
J.H.M. Salmon, *Marjorie Walter Goodhart Professor of History*  
K. Laurence Stapleton, *Mary E. Garrett Alumnae Professor of English Literature*

Outside recognition comes to many members of the faculty. Among the holders of the College's named chairs, for example, in 1970 Agnes K. Lake Michels '30, Ph.D. '34, chairman of the Latin Department, received the Charles J. Goodwin Award of Merit from the American Philological Association, the third to a Bryn Mawr faculty member since the inception of the award in 1951; in 1972 she was elected president of the Association. In 1971 the chairman of the Greek Department, Mabel L. Lang, Ph.D. '43, was elected to the American Philosophical Society, and Richmond Lattimore was chosen as an Honorary Student at Christ Church, Oxford. That same year the chairman of the Chemistry Department, Ernst Berliner, was winner of the American Chemical Society Philadelphia Section Award, and Jane M. Oppenheimer '32 received the Wilbur Lucius Cross Medal from the Yale Graduate Association. In 1972 Miss Oppenheimer was named an Honorary Fellow of the College of Physicians of Philadelphia and elected president of the American Society of Zoologists.

Other special recognition to holders of named chairs during these years includes a senior fellowship grant from the National Endowment for the Humanities to Milton C. Nahm, then chairman of the Department of Philosophy, and a fellowship in creative writing from the National Endowment for the Arts to K. Laurence Stapleton. Machteld Mellink was elected a fellow of the American Academy of Arts and Sciences. Many more awards have gone to other members, including junior faculty. Nor is all the recognition from academic sources: the French government awarded *Les Palmes Académiques* to Michel Guggenheim, then chairman of the French Department and director of Bryn Mawr's *Institut d'Etudes Françaises* at Avignon, for his service in the dissemination of French culture.

An accurate description of the research underway by members of the faculty would take another report. Colorful highlights would include the analysis of rocks from lunar highlands, studies of world pollution problems in relation to *The Limits to Growth*, prize-winning

advances in biochemistry, experiments in imprinting in animals. Outside the scientific laboratory, research in the humanities and social sciences ranges from the study of the inscriptions on pottery from the Athenian Agora to investigations of social service delivery systems in Japan and in America, shedding light on vexing current problems or on puzzles two millenia old.

At my installation in 1970 the Secretary of the General Faculty Mabel Lang said, "The faculty you have with you always, for better or worse, for richer for poorer." Three years later I appreciate how much for the better that is.

### *Students*

A student confronted me at the end of my first visit to campus in the fall of 1969: "It's so sad—you've been here all day and we haven't shown you the soul of Bryn Mawr." That uncharacteristic overstatement was at least evidence of the College's diversity. In teaching undergraduate seminars on *Law and Education* I have learned how careful and low-key Bryn Mawr students can be. After three May Days and Commencements I also know them to be high-spirited and generous.

Judged by such supposedly objective criteria as standard test scores and academic achievement these students of the 1970's meet the same demanding qualifications as the College generations before them, and measured by the graduate and professional schools or employment they enter, they are at least as successful. Since 1970, for example, Bryn Mawr graduate students have garnered sixty-four major awards in national competitions, including nine Danforth Foundation Fellowships for Women, seven Woodrow Wilson Dissertation Fellowships, four Fulbright-Hays Grants, three Ford Foundation Fellowships for Black Americans and two Chester Dale Fellowships.

In 1972, for the first time, the Middle States Association on Higher Education appointed a student—a Bryn Mawr senior—to a visiting

team sent to appraise the academic program of a college. The chairman of the team later commended the "extraordinary maturity, intelligence, and good sense" of Ruth Ann Parish '73, who participated in the evaluation of Kirkland College. She was, he wrote, "a pioneer who undoubtedly someday will be footnoted in some compendium on the development of American higher education."

Her qualities may indeed be extraordinary but such pioneering in student participation is not uncommon at Bryn Mawr. The College's Self-Government Association, the first of its kind in the country when it was chartered in 1892, has a long history of effective action and responsibility. If Bryn Mawr has a soul, an important ingredient is the spirit and practice of self-government.

In 1970 the Self-Government Association merged with the Undergraduate Association, so that all student affairs and extracurricular activities now come under one organization. Student officers worked hard and successfully to develop new drug and liquor statements satisfactory to the student body, the administration and the Board of Directors. A student Residence Committee, composed of the vice presidents of each hall, works with the director of halls and the dean in establishing policies on dining hours, guests, pets, room assignments, coeducation arrangements, off-campus housing and other residential issues; and in 1973 a subcommittee played an active and key role in determining a new joint food service contract for Bryn Mawr and Haverford.

Student participation in College-wide policy-making and appraisal of programs has increased significantly. In 1970 and again in 1972 students organized all-day colloquia on the College. A substantial proportion of students, faculty and staff took part in the 1972 discussions of such subjects as the curriculum, student counseling, race relations, College decision-making processes, the role of Bryn Mawr as a women's institution, and the future of graduate educa-

tion. Proposals were referred to the appropriate College or faculty committees and councils, on many of which students now serve.

In 1970 five student-selected undergraduates began participating fully in the Committee on the Undergraduate Curriculum. Since 1970 three seniors have been elected to work on the Admissions Committee. In 1972 three student members were added to the Scholarship Committee. Also that year two elected undergraduates and a student from each graduate school began serving as student representatives to the Board of Directors. On the faculty committees, under the academic plan of government, the faculty members must take ultimate responsibility for decisions made; and on the Board, students, like their faculty counterparts, are not voting members but representatives to the Board. New forms of student participation in academic matters are emerging with the formation of a major council comprised of undergraduates chosen from each major subject to work with department chairmen and the dean of the Undergraduate College in evaluating and making recommendations on the major programs.

In the Graduate School of Arts and Sciences, since 1969 a Student Council composed of representatives elected from each department has become increasingly active in affairs of the school, working in close collaboration with the dean. In the Graduate School of Social Work and Social Research the curriculum committees of the Student Association and the faculty now have an established procedure for the development of recommendations for the elective courses to be offered each semester. A student-faculty Committee on Evaluation has also developed procedures for the exchange of analyses and evaluation between students and teachers. Another new development in the Graduate School of Social Work and Social Research is the formal participation of students in the Committee on Initial Appointments.

With this degree of self-government and the self-discipline required by the curriculum, it is clear why the Long-Term Needs



Committee stressed the importance of continuing to attract a "broad range of independent, serious and determined students who like to read and reason."

Many at the College would put new emphasis on breadth and range. Students come from nearly every state in the union; more than two-thirds are graduates of public high schools; about 40% of the undergraduates and a higher proportion of graduate students receive financial aid. But all three schools seek to increase student diversity and particularly to increase the number of minority group students. Five percent of the undergraduates are black; the proportion is smaller in the Graduate School of Arts and Sciences; in the Graduate School of Social Work and Social Research black students comprise more than twenty percent. In the Undergraduate College, the number of black students has risen from under ten in the early 1960's to more than forty in the early 1970's. At all levels the competition for qualified black students is great.

A small but significant pre-freshman summer program designed to assist students with particular educational disadvantages to start their college experience with confidence has since 1970 given valuable support to a number of minority students and others who are promising but academically underprepared; it is followed by special year-round counseling. The program is beginning its fourth year; since 1972 it has been jointly planned and operated with Haverford. Typically, these students have performed very well in high school, standing at or near the top of their class, but their schools had severe limitations. Made possible through special donations, the program has proved its worth to the College and to the more than 30 Bryn Mawr and Haverford students who have participated.

The Sisterhood, an organized group of black undergraduates, has taken the initiative in promoting appreciation of black culture. It has planned black arts festivals, special concerts featuring black musicians, poetry readings, dance and art exhibits, lectures and a

literary magazine *Ra*. Since 1970 there has been a Black Cultural Center; it is now located in Perry House where seven students are also in residence.

An important feature of the College is its special approach to student advising. Believing that it is better to work with the student as a total person Bryn Mawr does not have the customary division between academic deans and deans of students. Each undergraduate class dean, with the help of wardens in each residence hall, is responsible for the general welfare of the students assigned to her and is responsive to students who seek advice with both academic and personal concerns; each dean also teaches or is involved in graduate work. Dean McPherson considers this combination of teaching and deaning "helpful to the dean in maintaining an intelligent working relationship with the faculty, an informed and enriched involvement with students, and her own sanity." The deans can call on the services of, or refer students to, a number of specialists on the College's medical and counseling staff, on the faculty, or in other administrative offices.

Bryn Mawr's respect for students as citizens and not subjects, its regard for them as individuals committed to their own education, its insistence that they take themselves seriously, together with the educational opportunities it offers, seem to succeed. The alumnae and alumni are the test.

### *Alumnae and Alumni*

On May Day 1972 the College celebrated the 50th anniversary of the Alumnae Regional Scholarships at the morning convocation in Goodhart and at a special luncheon honoring Eleanor Little Aldrich '05, one of the founders and long-time New England chairman of the program. The network of alumnae regional scholarship committees plays an important role in attracting, selecting and supporting outstanding students who are in need of aid.

Following the success of the Bryn Mawr Albany bookshop, alumnae have started volunteer-operated second-hand bookshops in Cambridge, New Haven, Pittsburgh, and Bryn Mawr (the "Owl" on campus), while elsewhere they undertake used book sales, theatre benefits or other enterprises to maintain the regular flow of scholarship funds. These efforts have enabled undergraduate student aid to increase at very little charge to the College's general funds budget. From one regional scholarship of \$200 in 1921 to more than 100 scholarships totalling \$140,000 in 1972, alumnae have raised over \$1.7 million for this program.

This is but one way in which the alumnae have been the financial mainstay of the College; nor is it the only way they assist in the vital work of admissions. With the new competition of formerly all-male colleges and universities, and of large state institutions, Bryn Mawr must run harder in order to maintain the number and quality of applicants.

The Undergraduate Admissions Office relies heavily on an alumnae network of district information chairmen who visit their area schools, provide information to students and counselors, and often interview and evaluate candidates for admission.

A major step toward a better realization of the potential of the alumnae and alumni was the comprehensive survey undertaken in 1970 and 1971, the results of which are now available to the College through computer print-outs. Using professional market research techniques, hundreds of volunteers conducted the survey primarily through telephone interviews, securing information on a wide range of items. The survey was a success: from the 9,330 questionnaires sent to interviewers 7,507 were completed, a remarkable 81% return. Vital statistics were brought up-to-date, individual accomplishments, interests and pursuits recorded in retrievable form, and a measure taken of satisfaction, dissatisfaction and concern about various aspects of the Bryn Mawr experience.

An interesting profile emerged. Nearly 70% were living on the Atlantic seaboard between Maine and Virginia; about 800 live abroad, including small but stalwart alumnae groups in Canada, England and Japan. More than half of the alumnae and alumni of the Graduate School of Social Work and Social Research are employed in the Philadelphia area. More than half of Bryn Mawr's A.B.'s had enrolled for further advanced academic work (the proportion is rising—about two-thirds of those from the 1960's have gone on to graduate or professional school). Over 15% of undergraduate alumnae have become college or university teachers.

Many of the holders of Master's degrees in Social Service are administrators in social welfare programs across the country; the 45 Ph.D.'s. in Social Work and Social Research moved predominantly into teaching in professional schools and consulting on social welfare policy. Among the total 371 Bryn Mawr Ph.D.'s surveyed there were 42 full professors, 8 department chairmen, 45 associate professors, and 43 assistant professors. An additional 300 Ph.D. degrees were earned elsewhere by Bryn Mawr undergraduates.

More than 80% of all survey respondents have married and most of them have had children; they reported 1,100 scholarly works produced and ten times as many children. One quarter of those replying from the last five years had full-time jobs in education. About 3% of the A.B.'s became M.D.'s (currently over 10% of the graduating seniors go on to medical school). In addition to about 600 alumnae officials of various local, district and national committees, clubs or councils, another 500 in the survey said they were involved in Bryn Mawr-related activities; over one-third of all respondents have at some time served as Alumnae Association workers.

In response to the growth and good work of the Alumnae Association and in order to assure representation of the College's

three schools, in 1972 the Board of Directors added a sixth official alumnae director seat on the Board. At least one of these alumnae directors will be a graduate who did not attend Bryn Mawr as an undergraduate. (At present 12 of the 25 Board members are alumnae.)

Since 1970, in the company first of Barbara Cooley McNamee '42 and then of Nina Montgomery Dana '45, respective presidents of the Alumnae Association, and of Ellen Fernon Reisner, M.A. '33, the Association's executive director, I have seen and heard the alumnae in action at District Conferences in Milwaukee, Denver, Seattle, San Francisco, Cleveland, Miami, Princeton and Philadelphia; in meetings in Washington, D. C., Chicago, Minneapolis, Los Angeles, San Diego, St. Louis, Baltimore, Wilmington, Montclair, New York, New Rochelle, New Haven, Boston and Tenants Harbor, Maine; and on campus in sessions of the Alumnae Council, class collectors, class presidents, district information officers, and the reunions of thirty-seven classes.

Fortunately neither the College nor its president can escape their thoughtful concern. It was perhaps a small sample but it was clear that with these alumnae and alumni the life of the mind, and the life of a college dedicated to the life of the mind, is indeed the main thing—cherished by them and well represented.

## IV. WAYS AND MEANS

### *Present and Future Needs*

Four important areas of need were found by the Committee on Long-Term Needs: a higher level of faculty support, assured student aid, library development and, beyond these, certain physical facilities. The first three of these are the objectives of the Campaign now underway for Bryn Mawr at the Tenth Decade.

FACULTY SUPPORT. Bryn Mawr must continue to attract and retain an outstanding faculty. The cost of maintaining a competitive level of faculty compensation and adequate conditions for research is high and will be higher. The annual budget for total faculty compensation increased from about \$1.5 million in 1966-67 to nearly \$2.5 million in 1972-73, yet even so the average faculty salary has not kept abreast of the cost of living or of the salary levels of other leading colleges and universities. Indeed Bryn Mawr's standing in comparison with such institutions has fallen disturbingly in recent years.

During the last decade in terms of average compensation of full-time members of the faculty Bryn Mawr has dropped from the front ranks far down the list of the 300 colleges and universities with average compensations of \$14,500 and above. Bryn Mawr, now about midway down the list, offers an average compensation including fringe benefits of \$16,803. This change occurred in spite of steady annual increases and an enlarged program of medical, retirement, sabbatical and other benefits.

The large salary increases of the public universities are part of the explanation. With less expansive state budgets, the rate of growth in the public sector may slow down. But even among independent colleges Bryn Mawr has fallen behind, and among graduate institutions, Bryn Mawr's position is now lower than any other university with which it competes for faculty and students.

These comparative figures do not take into account the College's favorable program for faculty housing, its special research leaves for junior members of the faculty in their fourth or fifth years, or the exceptionally good conditions for teaching, including small classes and opportunity to work with students from the freshman level to the Ph.D. Nor are Bryn Mawr's compensation averages inflated by very high salaries paid to a few famous professors. Long-standing policies of equal treatment have prevented the development of such a system, and every faculty member falls within rather narrow salary ranks: in 1973-74, for an assistant professor, \$11,500 to \$13,600; for an associate professor, \$14,100 to \$16,800; and for a full professor, \$17,800 to \$21,600. Nevertheless, the statistics reflect a critical problem.

The Long-Term Needs Committee heard many faculty members express their willingness to forego faculty salary increases as a means of helping the College in a period of financial crisis. It was an unusual experience to hear professors say they would prefer priority to be given to student aid or library development. But regular reliance on such generosity and devotion is not in the long-term interest of the College. Morale is a precarious factor, which may be lost imperceptibly if pressed beyond reasonable limits.

**STUDENT AID.** A second critical need is continued financial aid to students in the form of fellowships, scholarships, grants and loans. In the last decade, along with other leading independent colleges and universities, Bryn Mawr increased its efforts to provide opportunities for qualified students of all economic backgrounds. In

the Undergraduate College, the average annual grant to the more than 300 students requiring aid is now \$1800; the amount varies according to careful analyses of family resources, and in all cases a substantial student contribution and loan opportunities are included. In the Graduate School of Arts and Sciences more than 60% of the full-time students and 7% of the part-time students are supported by scholarships, fellowships or assistantships. The full-time figure is a lower level of support than that offered by most major graduate schools. In the Graduate School of Social Work and Social Research about 75% of the students have been supported by government traineeships or other forms of student aid.

As tuition and living costs rise, student needs increase and can be met only in part by present and proposed student loan programs. If direct grant aid is not maintained, the diversity and quality of the College community will be diminished; some of the best qualified students will be unable to come to Bryn Mawr, and the College's efforts to increase the number of such students from minority groups will be particularly jeopardized. The imminent crisis of student assistance in the Graduate School of Social Work and Social Research is a case in point. Federal and state traineeships have been supporting more than twenty black graduate students. This aid is now threatened by government cutbacks, which would eliminate most such traineeships after one more year.

Student aid costs to the College are substantial. The annual charge to the general funds budget has increased from \$130,000 in 1966-67 to \$330,000 in 1972-73, but this is the top of the iceberg. Altogether some \$1,180,000 was provided in student aid in 1972-73 (excluding loans and student employment). Of the total \$444,000 in direct College aid to undergraduates, \$115,000 came from alumnae regional scholarships and \$211,000 from endowed scholarships. Of the \$323,000 in aid to graduate students of Social Work and Social Research, \$285,000 was provided by the Federal training grants (most of which are scheduled to end), and only \$7,000 from en-



dowment. Of the \$410,000 in aid to graduate students in Arts and Sciences, only \$50,000 came from the endowment. The balance in each case came from special donations or from the College's general funds budget. With the level of future government support uncertain and costs inexorably rising, the demands on the College budget loom very large.

**LIBRARY DEVELOPMENT.** The urgent need to catch up on acquisitions, delayed until the completion of Canaday Library, led to an increase in annual library costs to the general budget from \$155,000 in 1966-67 to \$395,000 in 1972-73; if endowed funds and special gifts are included, the total current year's expenditure is over \$500,000. Further delays in acquisitions, rebinding and conservation would only mean higher prices later. The ten-year plan of library development, accepted as a goal by the Board of Directors, calls for an increase in total library expenditures to over \$1 million a year in the late 1970's. In a recent study of the library budgets of 50 American and Canadian universities, only one spent less than a million dollars.

With 40% of Bryn Mawr's acquisitions purchased abroad, devaluation of the dollar has added substantially to acquisition costs which were already rising much more rapidly than the rate of general inflation. The subscription cost of one essential periodical, *The Journal of Chemical Abstracts*, for example, has risen from \$290 in 1960 to \$2500 in 1973. Reasonable demands are also growing for other learning resources, such as equipment and materials for language laboratories, the computer center, and audio-visual aids.

**PHYSICAL FACILITIES.** Proposals for additional buildings and other facilities were presented to the Faculty Committee on the Utilization of Space in 1970-71 and the Committee on Long-Term Needs in 1971-72. The science departments and the director of libraries concur in the need for a centralized science library in additional space at or adjacent to the Science Center; at present each

department must maintain its own library. Room for the Psychology Department to move to the Science Center from Dalton would better serve its own needs and free badly needed space for classrooms and faculty offices for the humanities and social sciences. The Archaeology and History of Art Departments need added and better space for their important and growing study collections. The Graduate School of Social Work and Social Research is now severely limited in both seminar and office space. Even before the closing of dining rooms in four residence halls there was strong student interest in a central dining facility with new space for student activities, informal gatherings, music and art. A College commons with studios for the fine and performing arts and a theatre seating several hundred would make a rich contribution to campus life. For the present the Great Reading Room in Thomas Library is being converted into a multi-purpose lounge and reception room, an elegant but partial substitute.

These are real needs of the College, even if, as the Long-Term Needs Committee noted, today's budgetary problems preclude any imminent programs in bricks and mortar. Whenever the College is again able to turn to construction, the costs of maintenance must also be provided. The proper maintenance of about 100 acres and a \$25 million plant (with 775,000 square feet) constructed in past decades is itself one of the College's most important continuing and long-term needs, presently absorbing more than \$1.6 million a year out of a total budget approaching \$10 million.

Faced with the large dimensions of the College's current needs, we can be encouraged by looking back over the years of successful growth and past financial accomplishments: an endowment of over \$36.5 million, \$21 million of which was secured during the twenty-eight years of Miss McBride's presidency. Those years since 1942 saw the addition of another \$13 million in the form of new buildings and grounds, including the Science Center, the Wyndham extension, Erdman and Haffner Halls and the Canaday Library. Most of

those gifts came from alumnae or families of alumnae, along with many millions of dollars in annual giving. According to the latest comparative figures available, Bryn Mawr's alumnae contributed more per capita, through both the Alumnae Fund and total alumnae gifts, including bequests, than those of any other women's college, and more than most other leading colleges and universities.

When the shadow of inflation and increasing operating deficits spread over most independent colleges and universities in the late 1960's, Bryn Mawr was no exception; nor were deficits a new experience. But the deficits of recent years increased beyond a figure that each year's current unrestricted gifts could safely meet. In 1968-69, the gap between operating expenses and income (before the application of any unrestricted donations) grew to over \$1 million; in 1969-70 it was nearly \$1.8 million; in 1970-71, over \$2.2 million. After applying the approximately \$1 million in unrestricted gifts received in 1970-71, the gap which remained to be covered by funds from unrestricted reserves was \$1.2 million. It was clear that the College must not continue to draw down these reserves essential to meet emergencies, which then had a market value of just under \$8 million.

Moreover, while the Board of Directors was carefully studying the problem of the deteriorating heating system, in 1970 the Pennsylvania anti-pollution agency enjoined the College from further operation of the old coal-burning power plant; the Board of Directors determined, after two separate engineering surveys, that a new system was necessary at an estimated cost of over \$4 million. The decentralized electric heating system decided upon was considered the most economical and efficient and the least damaging to the local environment. This inescapable appropriation cut the College's accumulated reserves in half (their market value as of May 31, 1973 was \$4 million). Aside from the expenses of the new heating system, the three critical areas of faculty compensation, student aid and library development had added to the College's operating costs

a total of more than \$1.3 million since 1966-67, an increase of sixty-six percent.

In 1971, after a study of these facts by a special Committee on Costs and Fees, the Board of Directors approved the administration's program of far-reaching economies with further annual increases in student fees. With remarkable understanding by students, parents, faculty and staff, tuition was increased by \$1000 over three years, dining was consolidated into five halls with very substantial savings, hall linen and maid services were reduced, private management was secured on favorable terms for the bookshop, improvements and repairs in buildings and grounds were limited, the required work or loan contribution of undergraduates on student aid was increased, and salary increases were held to the minimum. In 1972-73 faculty salaries were increased by only \$300 across the board (only 1½% to 3%)—less than the increased cost of living.

As a result, the trend of increasing operating deficits was reversed. For the first time since 1966-67 the amount necessary to balance the budget decreased in 1971-72—by \$433,000. In 1972-73 the gap between operating income and expenses was narrowed by another \$345,000, and for the first time in five years the unrestricted reserves were augmented after donations of more than \$1.5 million. It should be noted that even during these difficult years the restricted endowment saw significant growth through many bequests and special gifts.

But austerity budgets by themselves will not suffice to meet the College's critical needs. By these steps, the net depletion of reserves has been checked, but the reserves are still at a dangerously low level, and there are only limited options for further economizing in areas that do not imperil central academic commitments of the College. By 1976 Bryn Mawr will need an additional million dollars of annual income to meet the projected costs of continued distin-

guished instruction and research, essential student aid and library development. Without this additional income, the College would necessarily take actions threatening its fundamental character.

### *Campaign for Twenty-One Million Dollars*

In response to this need for a major infusion of new funds, on January 1, 1973 the College launched the Campaign for Bryn Mawr at the Tenth Decade, the largest drive in its history. This major effort will culminate on July 4, 1976. The over-all goal of \$21 million was established to produce the required million dollars of additional annual income. More specifically, there is a double target: \$15 million in new funds for the endowment and \$6 million in gifts for current expenditures representing new levels for annual gifts from all sources.

The Campaign began with no great challenge gift to give it initial momentum, but with a great need—and a great sense of urgency felt by the Board and active alumnae. Fortunately, in the first six months, even before general solicitation started, cash donations and pledges surpassed the \$3 million mark, exceeding the \$2½ million Ford matching grant of the early 1960's.

Important leadership gifts, not counting a number of large bequests and life income agreements, included:

The first endowed Henry Joel Cadbury Fellowship in the Humanities, the gift of Mary Hale Chase '25, former national chairman of the 1963-66 campaign for \$10 million. The Board of Directors has undertaken to secure a number of such permanent fellowships, each requiring \$100,000 through special contributions by present and past members of the Board in honor of the Board's former chairman.

The first Rosalyn R. Schwartz Lectureships (three-year appointments carrying support for research, assigned initially in

Biology and Psychology), a program designed to enhance the College's ability to attract talent in important new fields of research. Bernard L. Schwartz established these lectureships in honor of his wife, a member of the Class of 1944.

An Ivy Fund grant to establish scholarships honoring Anna Lord Strauss, the former chairman of the National League of Women Voters, a recipient of the M. Carey Thomas Award in 1948. Miss Strauss was persuaded to let the College use her name for these scholarships in support of students interested in public service or the process of government.

In the 1972-73 Alumnae Fund, a record-breaking Annual Giving total of \$187,000 and reunion gifts totalling \$348,000, most of it unrestricted, led by the largest such gift in the history of the College—over \$150,000 from the Class of 1923—and a \$50,000 fund for the library from the Class of 1933.

A \$50,000 supplement to the endowment of the Marjorie Walter Goodhart Chair in European History from the Overbrook Foundation.

\$75,000 for library development from the Surdna Foundation.

The first annual grant of \$50,000 to start the five-year program of Whiting Fellowships in the Humanities for the dissertation year, as described on page 23.

Initial contributions of more than \$15,000 from members of the faculty, staff and students.

These gifts are responsive to the major needs stated in the twin booklets outlining the Campaign—*The Case for a College* and *The Means to the Ends*—prepared for alumnae and alumni, parents and relatives of students, and present and future friends of the College.

All gifts and pledges to the College made before July 4, 1976 count in the Campaign. The organization of the drive and preparation of materials is under the direction of alumnae and alumni, parents and relatives, and the College's own staff.

The College is fortunate that Barbara Thacher '40, who headed the Committee on Long-Term Needs, is serving as chairman of the Campaign; and that Miss McBride is chairman of the Campaign's Board of Consultants. The Director of Resources, Martha Stokes Price '47, heads the Campaign's central staff. Once again we have decided to undertake a major funds drive largely with volunteers and without management by outside professional fund-raisers, following the precedent of the Ford Matching Drive when at unusually low administrative costs (2.5% of the total results), members of the Board, administration and alumnae surpassed the goal and raised over \$12 million.

Success has marked previous fund drives of the College, beginning in 1901 when John D. Rockefeller offered \$250,000 to build a dormitory and a new power plant if Bryn Mawr would raise an equal amount for the Library. Through "begging committees" of alumnae, husbands and parents, with the aid of free traveling passes from the Pennsylvania Railroad, and the indefatigable work of M. Carey Thomas, for whom "begging . . . was a solemn duty," the challenge was met by the deadline, Commencement Day 1902. The *Philadelphia Press* commented that Bryn Mawr's drive was "a test, not merely of the ability of this college to win money, but of the appreciation and support of the American public for the higher education of women." The College and the public met that test.

In 1909, when a dormitory burned down and a heavy debt accumulated, Mr. Rockefeller's General Education Board offered another quarter of a million dollars if the College could clear its debt and match the gift; the success of that second drive rebuilt the endowment from under half a million dollars to almost a million.

After World War I Bryn Mawr was again seriously in debt, buildings were out of repair, the power house needed a large addition, and faculty members were borrowing money to meet their daily expenses. The directors and alumnae set out to raise \$2 million in new endowment funds, and again the goal was reached and, with Mr. Rockefeller's help, surpassed by 1921. We are confident that this generation will have the faith, the means and the generosity to match the record of the past and to respond to the needs of the Tenth Decade.

The campaign to secure \$21 million by the 4th of July, 1976 is a call to the imagination and a challenge. With its success the College will be able to celebrate with confidence its future independence and progress on the two-hundredth anniversary of the nation's birth.



## V. TO 1976 AND THE TENTH DECADE

Reviewing the College's nine decades one might well pause in respect, but there was nothing static in the advice of Bryn Mawr's fourth president, who by May Day 1970 had presided over a third of its 85 years. To the fifth president-elect Miss McBride wished:

May he take on each question as if it had never been put before, excluding only questions that have to do with the language examinations or the heating system.

Some of the questions before us are very practical and pressing. With ever-higher student fees required by rising costs, how do we prevent Bryn Mawr from becoming a college for the rich who can afford it and the poor who qualify for aid? Even with new income from the Tenth Decade Campaign, student fees will have to be increased regularly. Present total undergraduate tuition and room and board fees of \$4400 mean that a family with an income of \$25,000, too high for aid, must pay one-fifth of its income to support a student at Bryn Mawr. From a survey of parental income which the College undertook to meet federal requirements, it appears that about 25% of Bryn Mawr undergraduates come from middle-income families in that approximate bracket while about 33% come from families with income over \$30,000 and 42% under \$20,000. To assist such families, we are now working with student officers to design a plan for increased student self-help through campus work and long-term flexible payment loans.

Some of the questions are perennial. How does one small university-college, in cooperation with its neighbors, respond to

new faculty and student interests and the explosion of knowledge, without spreading itself thin? Bryn Mawr cannot be all things to all men and women. To prevent proliferation, it has moved with care into new fields, coordinating courses with Haverford, Swarthmore and the University of Pennsylvania and seeking new combinations of existing resources. The College is considering combining, where appropriate, A.B. and M.A. programs into one shortened sequence for a small number of well-prepared students, a promising proposal now being tested with a few such students. This new possibility should have considerable appeal, especially in major programs which in practice already take students beyond the undergraduate level, but it is no panacea; indeed often it seems what we most need is more time and fewer options.

There is, however, one large question or set of related questions of central importance for the future of Bryn Mawr. It was implicit in Hannah Arendt's extraordinary compliment to the College that it is "one of the very few places which has shed light and illumination on these times and this world." It was explicit at the opening convocation in 1970 when Dean McPherson presented James Reston's challenge to the whole Academy to take the great issues of our times out of the gutter of agitation, fanaticism and demagoguery and give them the thoughtful consideration they require.

We may not yet truly deserve Miss Arendt's praise but I hope we will accept Mr. Reston's challenge. What can we do to shed more light on the great issues of the world? How do we withdraw from the urgencies of our separate pursuits to think about the important common questions? How do we go beyond information to wisdom?

Ultimately the answer to such questions must be personal; no college can be the collective equivalent of Socrates, and even the best curriculum is only the start of a philosophical search. Yet Bryn Mawr's very strength, its scholarly specialization, here becomes a weakness. When three or four professors gather together in the

name of an academic discipline, they form a department, but it is a College we must expound, not (as in Robert Hutchins' definition of a university) a number of competing departments held together by a central heating plant. It is worth noting that in the first decade the faculty of the College was not divided into departments, though no return to that small and lively nucleus is possible. We have the new heating system, but we have still to find new ways to bring us out of the confines of our departments. The departments provide solid foundations for scholarship and have already joined in a number of interdepartmental programs, but we must be more inventive if we are going to do our duty to shed illumination on the world.

A member of the faculty who has studied the sociology of developing nations—and of Bryn Mawr—comments that academically, in its departmental teaching and research, the College is superb; intellectually, in the questioning and pursuit of ideas that cross disciplinary lines, he finds it somewhat underdeveloped. While working to assure the continuity of the College's present excellence—which is no mean task—I agree with this analysis.

A related, if lighter concern, was expressed by Constance Applebee when I visited her in England just after her 99th birthday. "What I remember most is the fun we had," she said while telling tales of the introduction of field hockey for women to the United States at the turn of the century. (She says the president of Wellesley advised her to give a month's course in running before trying the game because American college women did not know how to run. "At Bryn Mawr," she recounted, "they ran"—and she kept them running through the first quarter of the century.) In her last visits in the 1960's she sensed a waning of the gaiety that constituted her main memories of the College.

Bryn Mawr has been praised for having an "indescribable blending" of intellectual austerity and the love of the intellect ever since Professor Paul Shorey used those terms in 1910, but to many stu-

dents the austerity has seemed dominant—sometimes too dominant. (To the Class of 1973 Katharine Hepburn of the Class of 1928 contended that her education at Bryn Mawr was the hardest, most painful and best thing she ever did. “I got in by the skin of my teeth and by the skin of my teeth I stayed—but I stayed!” she said.) Without losing the discipline of hard work and academic precision we should be able to discover ways to enjoy more the life of the mind.

In contrast to the clearcut goals of the Campaign for \$21 million there are no simple solutions to this set of intangible problems, but as partial responses, two approaches seem promising. The first is the program of 1976 Studies being developed at the College as a special contribution to the nation’s bicentennial. The second is an effort to increase the College’s international dimensions.

Last year, believing that the two-hundredth anniversary of the nation’s birth should be marked not just by celebration but by critical appraisal, we started 1976 Studies as a four-year series of seminars, symposia, lectures, artistic presentations and special research projects devoted to promoting understanding of the Declaration of Independence and its meaning for the world today. This program will be an occasion for interested faculty and students to join in a sustained exploration of important common questions. Britain has long benefitted by a tradition of public leaders going to Oxford or Cambridge to meet with the dons of a college for private discussions of public questions. The University was not politicized, but sometimes light was thrown on a vexing matter, an idea was suggested that in due course became law or public policy, or an issue was identified that required academic research. Through its 1976 Studies Bryn Mawr can help develop an American version of this tradition.

1976 Studies grew out of the College’s Associated Fellows program, an effort to bring corporate executives to campus for dialogue on public issues with faculty and students; New York industrialist

Arnold Saltzman joined me in initiating and supporting the Studies. Many alumnae are also participating, and as the program develops the published reports of 1976 Studies may provide a basis for alumnae discussions around the country.

The College's interest in public issues is long-standing, beginning with the inaugural address of Bryn Mawr's first president, James E. Rhoads, M.D., who reminded his colleagues that "citizenship in a republic implies the duty of forming judgments upon those serious civil and social problems which daily confront us." Among the problems he called to their attention in 1885 which still belong on the agenda are the "assimilation into our nation of its dark and red races," "the just apportionment of the products of labour between employers and workers," and "the control of great corporate privileges so that they will enure to the common weal." For a solution to these, he said, "the light of history is essential."

In 1973 the problems also include violations of Constitutional principles, abuse of official power and betrayal of public trust at high levels. Congressional investigating committees, grand juries and courts find facts, but the exploration of principles is the duty of higher education. Never was there a time when the light of history was more essential for Americans. By going back to the foundations of the Republic and re-examining the nation's founding ideas, we may rediscover the truths which once were held self-evident.

The second proposed approach is international. Any great college today should want to be a School of the World; understanding the world should be an aim of every scholar. Bryn Mawr began with an early stream of foreign students, from Japan, China and India, from Europe and Latin America, but new scholarships for foreign students are necessary if the numbers are not to dwindle. Instead of letting the proportion go down from just under 5% I suggest we try to bring it up to 10%—and work to make their contribution to the community greater. As part of the Campaign for Bryn Mawr at the

Tenth Decade I hope we will strengthen our old ties and move into new areas, with two-way exchanges of students and faculty. The College's summer institutes and archaeological programs overseas already represent important international dimensions, and the Commonwealth Africa Scholarship is each year available to a Bryn Mawr graduate as well as the long-standing European Fellowship, but with the help of an anonymous grant for international initiatives we are seeking to bring the College's various international involvements into better focus. Comparative studies of the status of women in a number of countries are underway, with lecturers coming to campus and interested students and faculty exploring the question when they study abroad; an international symposium on the status of women is being planned as part of the College's 1976 Studies program.

A new resource for both 1976 Studies and our international initiatives is Buckminster Fuller, who has moved to Philadelphia to become World Fellow at Bryn Mawr, Haverford, Swarthmore and the University of Pennsylvania. The inventor of the geodesic dome has proposed that Interdependence be the theme for Philadelphia's 1976 commemoration. At Goodhart Hall this winter Mr. Fuller called Bryn Mawr's attention to the paper written in 1924 by M. Carey Thomas entitled, "To Outlaw War: A Declaration of Interdependence by the United States."

These rather cosmic questions deserve a place today in the center of the Academy, like the questions about God, Man and the World which were the central subjects of disputation in the medieval and ancient universities. This is a very special moment in which the eye of man for the first time is actually seeing the earth as a whole from the perspective of space. The mind of man does not yet see the world steady and whole, but this old aim has never been more important or as possible.

Nothing would be possible at Bryn Mawr without the cooperation, understanding, leadership and devoted work of the finest staff I have ever known. Though strengthened by a number of new members, we greatly miss Carol Biba, who retired in 1972 having served as Director of Public Information for twenty years. I regret to report that Louise Jones, who retired as Manager of Pembroke, Rockefeller and Haffner Halls after thirty-five years of service to Bryn Mawr, died in June 1973. Of ten employees retiring in 1973, five had worked at the College more than twenty years, and two for forty-four years.

The College community has also honored the seven members of the Board who have retired from active status since 1970: Eleanor Little Aldrich '05, C. Canby Balderston, Henry Joel Cadbury, Agnes Clement Ingersoll '23, Lewis N. Lukens, J. Edgar Rhoads and Elizabeth Gray Vining '23. It has been my privilege to have worked with each of them on one or more critical concerns of the College. In his ninetieth year former president of the Trustees and long-time chairman of the Committee on Buildings and Grounds J. Edgar Rhoads drove regularly from Wilmington to supervise the successful replacement of the heating system. Together we have just shared the loss of former trustee Lelia Woodruff Stokes '07.

Let me add a personal acknowledgement of deep appreciation to all colleagues of this College. As E. B. White said in his 1956 article in *The Alumnae Bulletin* on being married to a Bryn Mawr graduate: "You ask me how I feel to have undertaken this union. I feel fine. But I have not recovered from my initial surprise, nor have I found any explanation for my undeserved good fortune."

—Harris L. Wofford, Jr.

## Some Statistics 1972-73

### Students

<i>Total Registration</i>	1494
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Undergraduate College	860
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Graduate School of Arts and Sciences	465
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Graduate School of Social Work and Social Research	169
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#### *Degrees Awarded*

A.B.	192
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M.A.	48
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M.S.S.	62
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Ph.D.	41
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#### *Fees*

Undergraduate Tuition	\$2700
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Graduate Tuition	
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School of Arts and Sciences		\$2250
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School of Social Work and Social Research		\$2400
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Room and Board	\$1400
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#### *Financial Aid*

	From General Funds	From Endowment Income, Gifts and Grants
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To 273 Undergraduates	\$48,935	\$395,690
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To 90 Graduate Students, Arts and Sciences	\$266,262	\$144,350
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To 66 Graduate Students, Social Work and Social Research	\$12,800	\$310,472
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### Faculty

Total	175
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Full time	145
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Part time	30
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Women	71
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Men	104
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### Library

Total Expenditure	\$510,096
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Expenditure Per Student	\$342
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### Finances

Total Budget	\$9,536,233
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General Funds Budget	\$7,548,864
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Government Grants	\$834,014
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#### Endowment

Market Value	\$36,587,499
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(Unrestricted Reserve Funds)	(\$3,995,274)
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#### Donations

Total	\$2,923,557
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Alumnae (Including Bequests)	\$1,760,985
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Other Sources	\$1,162,572
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## Faculty Publications

(The following publications by present and emeriti members of the faculty refer only to books published during the ten-year period 1963-1973. No articles have been included.)

**Jay M. Anderson**, Associate Professor of Chemistry

*Mathematics for Quantum Chemistry*. New York: W. A. Benjamin, 1966.

*Introduction to Quantum Chemistry*. New York: W. A. Benjamin, 1969.

**Hans Bänziger**, Professor of German

*Frisch und Dürrenmatt*. 5th ed. Bern: Francke Verlag, 1967; 6th ed., 1971.

*Werner Bergengruen: Weg und Werk*. 3rd ed. Bern: Francke Verlag, 1968.

**Charles M. Brand**, Associate Professor of History

*Byzantium Confronts the West, 1180-1204*. Cambridge: Harvard University Press, 1968.

*Icon and Minaret; Sources of Byzantine and Islamic Civilization*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

**Robert B. Burlin**, Professor of English

*The Old English Advent: A Typological Commentary*. New Haven: Yale University Press, 1968.

**Rhys Carpenter**, Professor Emeritus of Classical Archaeology

(with James S. Ackerman) *Art and Archaeology*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

*Beyond the Pillars of Heracles; the Classical World Seen through the Eyes of Its Discoverers*. New York: Delacorte Press, 1966.

*Discontinuity in Greek Civilization*. Cambridge: Cambridge University Press, 1966.

*The Architects of the Parthenon*. Hammondsworth, England: Penguin Press, 1970.

**Isabelle Cazeaux**, Associate Professor of Music

(translator) *A Structural Analysis of Mozart's Piano Concertos*, by H. Tischler. New York: Institute of Mediaeval Music, 1966.

(translator) *The Memoirs of Philippe De Commynes*, Vols. I and II. Columbia, S.C.: University of South Carolina Press, 1969-1973.

(editor, with Gaston Allaïre) *Works of Claudin de Sermisy, Vol. I*. American Institute of Musicology, 1970.

**Rachel Dunaway Cox**, Professor Emeritus of Education and Psychology

*Youth into Maturity: A Study of Men and Women in the First Ten Years after College*. New York: Mental Health Materials Center, 1970.

**Frances de Graaff**, Professor Emeritus of Russian

*Sergej Esenin, A Biographical Sketch*. The Hague: Mouton, 1966.

**Gérard Defaux**, Associate Professor of French

*Pantagruel et les Sophistes: Contribution à l'histoire de l'humanisme chrétien au XVI<sup>ème</sup> siècle*. The Hague: Martinus Nijhoff, 1973.

**Frederica de Laguna**, Professor of Anthropology

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**BRYN MAWR COLLEGE**  
**1973-74**  
**REPORT OF THE PRESIDENT**

**A BENEFICENT REVOLUTION**



The griffin on the cover is an enlarged photograph of a one-and-one-eighth inch ivory carving found beneath the archaic Etruscan sanctuary in the Bryn Mawr excavation at Murlo, Italy, under the direction of Professor Kyle Phillips. On the basis of pottery found with it, the griffin may be placed in the second half of the seventh century B.C.

"If you don't know what a Griffin is, look at the picture," wrote Lewis Carroll in *Alice in Wonderland*. A mythological beast with sharp eyes and listening ears, the griffin has the body of a lion and the wings and mask of an eagle. Not to be confused with the Bryn Mawr owl but perhaps appropriate for the Campaign for Bryn Mawr at the Tenth Decade, griffins in heraldry are female. According to Herodotus, they fought for gold with one-eyed Arimaspians. Like Saul and Jonathan, they were "swifter than eagles . . . stronger than lions." In yet another age, the "blessed" and "double-natured" griffin drew the triumphal chariot that brought Beatrice to Dante.\*

\*[*Purgatorio*, Cantos 29-30. See T. H. White, *The Bestiary* (1954), p. 22, and Georgess McHargue, *The Beasts of Never* (1968), p. 75 et seq.]

## A BENEFICENT REVOLUTION

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BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT  
1973-74

*To the Directors of Bryn Mawr College:*

This account of the 89th year of the College reflects Bryn Mawr's unusual strengths and critical needs; it should also convey a strong sense of confidence in the College's historic role. That special role, as seen by M. Carey Thomas in the College's first decades, was to offer women an opportunity for higher education equal or superior to that available to men—to provide the kind of education required for citizenship and leadership in an interdependent world.

"Only second" to President Thomas's "belief in the beneficent revolution to be wrought in human affairs by the results of the higher education of women" was her conviction of the good that would follow from "education in world citizenship." For her and for us, the independence of women and the interdependence of nations require women—and men—with the most comprehensive liberal and professional education.

As Bryn Mawr approaches its tenth decade, commitment to that kind of education continues to be the College's first principle.

Harris L. Wofford, Jr.



## *Myths for Bryn Mawr*

In mythological terms the miniversity should find its parallel in the minihero—Hercules, who achieved mastery in various areas and disposed of all kinds of probably symbolic monsters to make Greece safe for philosophy. But the most startling thing about Hercules was his small stature; and it may well be that what the myth has been trying to tell us all along is that Herculean Labors and Herculean results are the particular properties of smallness. Such a mythological message should be both a spur and a promise to a miniversity. For although there is much to overcome in smallness—not only scarcity of resources but smallmindedness as well—it is possible to have the virtues of one's defects and achieve, like Hercules, by sheer quickness of foot and readiness of hand, works which clumsier organisms and organizations find hard to manage.

\* \* \*

Variety and controversy are basic, if there is to be strength in smallness, where cross-currents of thought brought into close contact set up a vortex of irresistible force and cosmic activity.

Let's convert this proposition into a Bryn Mawr myth patterned on the quest-motif, in which the hero sets out to seek a pot of gold, the water of life, the golden fleece or some other priceless commodity and takes with him a crew of specialized characters who seem to be designed to cope with every contingency. One example of such a crew includes a man whose sight is so keen that he can shoot out the left eye of a fly at two miles, another who can pull up giant trees

with one hand and tie them into a bundle with a sapling, another who can turn seven windmills two miles off by blowing out of one nostril.

In our quest-myth of the miniversity, let's have Bryn Mawr as hero, or rather heroine, continue her quest for quality, fame and good fortune, taking to herself scientists who see most clearly into the causes of things, humanists who with pen in one hand wield the power of arts and letters, and social scientists whose activism can make models and remove mountains of prejudice. The intimacy of Bryn Mawr causes these specialists to compound their differences and combine their talents so that they can join forces with superior students whose own quest for quality brings them to an institution small enough to require that all who participate magnify themselves through enlarged efforts to excel.

Mabel L. Lang

*Paul Shorey Professor of Greek and  
Secretary of the General Faculty  
Convocation, January 1974*

## BRYN MAWR AND THE WORLD

What does it mean to say of a college, not a wine, that it has been a good year? How can a year have been good for a college when it was bad for the world?

Famine, epidemic, economic crisis and war abroad, with inflation and Watergate at home, do not constitute good times; yet tragedy can be an occasion for learning, and as the world's problems compound, it becomes clearer that its citizens need a more complex understanding, a more rigorous education, and the vision without which people perish. So, too, the return of hope in America, as one era ends and a new one begins, can mean a greater readiness for work and a greater interest in ideas, in the classroom and in the world.

In this larger frame, it is not enough to say that Bryn Mawr had a very good year because it had the largest number of applications in the history of the Undergraduate College, or because the governing boards of Haverford and Bryn Mawr Colleges confirmed the course of two-college cooperation and important new steps were taken in the coordination of the two colleges' libraries, or because both the graduate schools of Arts and Sciences and of Social Work and Social Research thrived in spite of declining federal support, or because the \$8.5 million mark was passed in the \$21 million Campaign for Bryn Mawr at the Tenth Decade.

There is a more fundamental factor: the College is discovering anew the timeliness—and timelessness—of its role. With the rights of women becoming recognized and the leadership of women

sought in practically every sector of American society, and in more and more countries, Bryn Mawr has a special part to play; its past should be prologue. For the "beneficent revolution . . . in human affairs," which M. Carey Thomas saw coming through the higher education of women, continues apace. The fact that Bryn Mawr has been from its beginning and will continue to be part of that world-wide revolution is an important reason why this is a good time for the College.

A second and related reason is that the other great aim of President Thomas embodied in Bryn Mawr's first curriculum and in its early international ties—education in world citizenship—was never more appropriate. With the ending of American warfare in Vietnam and of American assumptions of omnipotence, we should be able to assume once again—albeit on new terms—constructive and imaginative roles in the world. So this is a good time for a college committed to intercultural education.

A third reason for the special relevance of Bryn Mawr today is a resurgent sense of appreciation for the liberation possible through the study of those arts and sciences whose very purpose is to make one free. In commenting on the lessons of Watergate at the College's opening Convocation in 1973, Dean McPherson asked what went wrong with the education of those determined, dedicated young men whose testimony before the Senate hearings had demonstrated what a crippling limitation it is to confine one's thoughts to the particulars and to the accidental nature of situations without reference to general principles or the essential nature of things. The events of this year have underscored the need for an education that will enable people to be free, as Miss McPherson put it, "from the tyranny of the particular and the present and the personalities of individual people: free to question, to dispute, to stand outside a system, to devise a new approach, to suggest a better way . . . ."

As a relatively small institution of Quaker origin, the scope of the

College's contribution to the liberation of women and to the recognition of world interdependence is necessarily limited, and Bryn Mawr's style is not one of revolutionary pretensions but of careful development and steady evolution. Yet the foundations of the College are well laid to sustain the effort to overcome provincialism of all kinds. Sometimes institutions seeking to involve themselves in the world are weak in their academic core; this is not true of Bryn Mawr, whose core is strong. No college has a clearer commitment to the language learning necessary to understand another culture; none is more firmly rooted in the liberal arts and sciences.

### *Women's Revolution and Bryn Mawr Evolution*

The significance of the College's contribution to the advance of women should be stated with accuracy. Some Bryn Mawr alumnae and faculty have indeed been in the forefront of the struggle for women's rights. In 1910, Miss Thomas rejoiced that the College's graduates "were coming out all over the country as strong suffragists. It is delightful to see how a classical education tells in suffrage."<sup>\*</sup> A graduate of Bryn Mawr's first class (and first winner of the College's European Fellowship) received the Nobel Peace Prize in 1946 in recognition of her long leadership of the Women's International League for Peace and Freedom; Emily Greene Balch '89 and her colleague and close friend Jane Addams are the only two American women to receive that prize. They would be the first to say that revolution is not too strong a word for a fundamental change in the status of half the human race. But the achievements of Bryn Mawr alumnae in expanding the narrow definitions of the role of women have more often been those won by constructive work, quiet determination and professional skill.

Some of the results of Bryn Mawr education through the years are documented in the full report on the 1970-71 survey of the then nearly 10,000 alumnae and alumni, published this year by the

<sup>\*</sup>This and other items about Miss Thomas come from the collection of her papers just given to the College by her niece and executrix, Millicent Carey McIntosh '20. An archivist and editor are now organizing this valuable material in Canaday Library.

Alumnae Association and the College. The narrative summary and tables in *A College in Dispersion*, prepared by Ann Fosnocht Miller '55, tell an extraordinary story of achievement in many fields. A classical education—a scientific education—a good liberal education does tell, and in more than suffrage.

The College's contribution to the "beneficent revolution" is first of all its educational program. Bryn Mawr's founding in 1885 as the first women's college to offer the Ph.D. degree was itself a notable event in the history of women; another significant event was its 1920 award, to a woman, of the nation's first Ph.D. in social work. In terms of the proportion of undergraduates who later receive scholarly doctorates, Bryn Mawr has been and remains at or near the top of the list of all American colleges and universities.\* In 1974 it continues this pioneering role as the only predominantly women's institution of higher education in the world with a wide range of graduate programs leading to the Ph.D. (in 25 academic departments). In 1974 it awarded 206 Bachelor of Arts degrees to women in its Undergraduate College, and women and men in its graduate programs received 59 Master of Arts, 62 Master of Social Service and 35 Doctor of Philosophy degrees.

A detailed document on Bryn Mawr's role in the sciences and the record of science graduates was also published this year.\*\* Far

\*A study reported in *Science* magazine, August 9, 1974, shows that of the 295 institutions from which more than 100 baccalaureate graduates went on to receive doctorates between 1920 and 1961, on a proportionate basis Bryn Mawr headed the list from 1920 to 1939, and that from 1950 to 1961 (the other period studied) Bryn Mawr ranked third, just behind the California Institute of Technology and Reed College. Of the top sixteen "most productive" sources of Ph.D.s, six were women's colleges, and two were Bryn Mawr's neighbors, Haverford and Swarthmore.

\*\**The Case for the Sciences—Bryn Mawr College* includes facts about alumnae who have been full professors or chairmen of science departments, or members of medical faculties of major colleges and universities, or research scientists in large corporations and private laboratories. Among Bryn Mawr alumnae are: the first woman neurosurgeon in the United States; the developer of "invisible" or non-reflecting glass; five of the 32 winners of the Garvan Award to women chemists; four winners of the Elizabeth Blackwell Award for outstanding contributions in medicine. The 80-page report also provides information on the achievements of Bryn Mawr faculty, who have been responsible for more than \$4 million of research, training and equipment grants and contracts at Bryn Mawr in the last ten years.



more women undergraduates major in the physical sciences at Bryn Mawr on a relative basis than at coeducational institutions, and an unusually high proportion of all science majors has gone on to careers in science (80 percent of the College's science majors go directly to graduate or professional schools). From 1964 to 1974 the College awarded 79 Ph.D. degrees in the sciences.

Bryn Mawr's 1974 Commencement speaker, Matina Souretis Horner '61, president of Radcliffe College, has written of the "double bind" in which a woman has too often been caught: if she fails, she is not living up to her own standards of performance; if she succeeds, she is not living up to societal expectations about the female role. *A College in Dispersion* shows how Bryn Mawr graduates have broken that bind.

In her Commencement talk on Merion Green, Mrs. Horner attacked the "tyranny of the norm" and "climate of unexpectation" among the "many practical and psychological Mt. Everests" still in the way of women. With a Bryn Mawr alumna one of the first team of women to climb the Matterhorn, can Mt. Everest be far behind? The College's climate of high expectations, Mrs. Horner suggested, is preparing women for a world where for the first time in history all members of the human family "will be free to choose patterns of life, work, and study consistent with their innermost aspirations, interests, talents, resources and energies." The shaping of such new patterns of family structure, child care, education and career options, she emphasized, will require the participation of men as well as women.

### *Shaping New Patterns*

At Bryn Mawr the shaping of new patterns starts in terms of "role models" on the faculty and in student leadership. In most colleges and universities which are coeducational, stereotyped male and female roles are slow to change and are reinforced by the predominance of men in numbers and in leadership. At Bryn Mawr there is a reversal of sex ratios. At the graduate level men constitute about

one-third of the students of Bryn Mawr's two graduate schools. At the undergraduate level, Bryn Mawr's women students enjoy an unusual range of options made possible by the very close cooperation with nearby Haverford College, and the wider circle of cooperation with Swarthmore College and the University of Pennsylvania. Thus the College provides a rare opportunity for women and men, on terms of equality, to determine patterns of study, residence, and extracurricular life, free from the "tyranny of the norm."

The 300 to 400 Haverford men who attend Bryn Mawr classes each day and the 150 who live in Bryn Mawr halls are also participating in the "beneficent revolution" in a novel way. So are the Bryn Mawr women who study or live at Haverford. Having the strength of their own base at Bryn Mawr, they bring a form of coeducation to Haverford which may be a more important contribution to an equal relationship among men and women than the current pattern of most men's institutions through the admission of "their own women." At a special convocation during Commencement weekend, Coretta Scott King commended Bryn Mawr's "creative innovation" in maintaining its commitment to women's education and "not becoming hapless victims in a sweeping tide."

The shaping of new patterns is not limited to campus life. As Bryn Mawr undergraduates in rapidly increasing numbers are choosing careers in law, medicine, business and administration, there is a growing interest in practical experience among students who wish to make career choices wisely. In response, programs of business and administrative internships and executives-in-residence have been developed and career conferences with alumnae have been expanded. A novel project is also just getting underway to give women students first-hand experience in a field presently reserved largely to men: investment management.

To help Bryn Mawr undergraduates learn how to manage money, an anonymous donor has offered \$100,000 as a fund for

investment by students. It is proposed that a carefully selected group of students study fund management, consult financial experts, and take responsibility for investing the capital sum and for the allocation of the income to general purposes of the College. Undergraduate student representatives to the Board of Directors, officers of the Self-Government Association, and alumnae in the investment business are among those now setting guidelines and making plans for the selection of students to administer this unusual and promising fund.

Students, faculty and alumnae are also gaining experience and giving leadership in another area: the social responsibilities of corporations.

The Committee on Investment Responsibilities, created by the Board of Directors in 1972 under the chairmanship of trustee Alison Stokes MacLean '41, with student and faculty members, has recommended action this year on corporate policies concerning the employment of women and minorities, protection of the environment, and investment in Africa. When pertinent resolutions are to be considered by corporations in which Bryn Mawr owns stock, representatives of the Committee, including selected alumnae around the country, now regularly participate in annual stockholders' meetings.

Beyond the campus Bryn Mawr is also joining other Middle Atlantic institutions in a consortium to maintain an active file on women qualified for college and university faculties and administrations, and to arrange administrative internships and organize conferences aimed at the development of women as academic administrators. Assisted by the Ford Foundation, this enterprise will be a regional partner of the successful Higher Education Resource Service (HERS), based at Brown University and headed by Lilli Schwenk Hornig '42.

Bryn Mawr's involvement in another effort to help women scale some of the Mt. Everests facing them in academia grew out of the

work of Professor Mary Maples Dunn, Ph.D. '59. Her affiliation with the Berkshire Conference of Women Historians led to the College's collaboration in sponsoring the Conference's second public session on the history of women, to take place at Radcliffe College in late 1974, and the third session at Bryn Mawr in 1976. The papers of the first conference in 1973 were published in a special double issue of *Feminist Studies* and are being reprinted as a Harper Torchbook. Bryn Mawr will administer a Rockefeller Foundation grant supporting the 1974 meeting.

Perhaps the College's main contribution to the advance of women is the fact that it takes women seriously. This supportive atmosphere is visible in the rigorous quality of the liberal education, and in specific teaching and research.

There are a number of courses directly related to women;\* also related to the choices before women are various faculty studies of child development and the family. The Department of Education and Child Development operates both the Phebe Anna Thorne School, a pre-kindergarten program, and the Child Study Institute, a mental health service conducted in a unique collaboration with the Lower Merion Township Schools. The Child Study Institute provides psychological testing, psychiatric treatment, social work services, remedial teaching and a program of counseling for parents and children throughout the school district. The College also contributes to—and benefits from—the nearby New Gulph Child Care Center, initiated by Bryn Mawr faculty, staff and students. Graduate students and advanced undergraduates observe and participate appropriately in these programs.

Faculty research in this field includes work on:  
—The factors related to curiosity in children.

*\*Women in Demographic and Economic Perspective (Economics); Early 19th Century Novelists: Women of Talents (English); La Vision de la femme dans la littérature française (French); History of Women in America (History); Women, Culture and Personality and Women and the Social Structure (Sociology).*

- The social behavior and achievement of elementary school children placed in varying competitive and cooperative situations.
- A follow-up of adopted children.  
(In Education and Child Development)
- The relationship between socio-economic status and race and the development of intelligence, with attention to the role of parents and of pre-school education.  
(In The Graduate School of Social Work and Social Research)
- Infancy, acculturation, sex differences and informal education among the Baganda of Uganda.  
(In Anthropology)
- Sex-role attitudes of pre-school children in three different industrial societies, South Africa, Israel and the United States.  
(In Sociology)
- The development of aggression in children.
- The process of encoding and decoding linguistic information by children, to discover how to remedy learning difficulties.  
(In Psychology)

To bring this varied work into focus, efforts are under way to develop a coordinated program of interdisciplinary collaboration. Connected with this is a proposal for a comparative study of Child Care Systems and the Family in a number of nations, including an international seminar and a public symposium, with leaders in this field coming to the College from other countries for sustained work with Bryn Mawr faculty and students.

### *Education in World Citizenship*

In her 1924 "Declaration of Interdependence," M. Carey Thomas called on us:

To initiate whenever possible, and to cooperate with other nations, in the interchange of professors, teachers, and students; to found, and whenever possible to assist in the found-

ation of, traveling fellowships for study in other countries; and in general to endeavor to train the young people of the United States in world citizenship.

In the College's first curriculum in 1885 the commitment to international education was manifest in the rigorous foreign language requirements; it is seen today in the College's thriving language programs, including its two summer institutes for advanced language and cultural studies at Avignon and Madrid. Bryn Mawr's language requirements remain among the most demanding in the nation.\*

During the first years of the College, Dean Thomas persuaded the Board of Directors to set aside funds each year to enable a graduating senior to study in Europe; the European Fellowship continues to be the College's highest academic award. In addition, of course, there is overseas study by many undergraduates on junior year abroad or individual programs, and by graduate students on dissertation fellowships. There is also now the Commonwealth Africa Scholarship; this spring three of its first recipients returned to College to discuss with students and faculty their work in Gambia, Uganda, Ethiopia, Zambia and Kenya. To assist other students with overseas projects a new loan fund has been set up, the first loan going to a member of the Class of 1974 for post-graduate study and archaeological field work in Egypt.

Overseas field research is crucial in a number of departments. "There comes a point when you have to kneel over a trench and handle an object that's fresh from the ground," says Bryn Mawr graduate student Erik Nielson.\*\* Under the chairmanship of Mach-teld J. Mellink, the Department of Classical and Near Eastern Archaeology is making outstanding discoveries and training ad-

\*In the 1970-71 survey 85 percent of all alumnae of the Undergraduate College claimed adequacy in some language other than their native tongue. More than 30 percent of all alumnae had lived abroad for a year or more. *A College in Dispersion*, pp. 19, 71.

\*\*"Digging for Credit," *Time*, September 3, 1973. Mr. Nielson's doctoral dissertation discusses the griffin appearing on the cover of this Report.

vanced students in its two excavations: in 5th-century B.C. Etruscan civilization at Murlo, Italy, and in the Bronze Age at Karatash-Semayük in Lycia, Turkey. The College also is a charter member of the Intercollegiate Center for Classical Studies and has long-standing ties to the American Academy in Rome and the American School of Classical Studies in Athens. Faculty members have recently been engaged in research in East, West and South Africa, Israel, Iran, Turkey, Japan, the U.S.S.R. and New Guinea, as well as in Europe and Latin America.

The reverse flow—of foreign students and faculty to Bryn Mawr—has also been and remains very important.\* In 1973-74 there were 66 foreign students in the College's three schools. The impressive story of the College's Japanese alumnae (reported in the spring 1973 *Alumnae Bulletin*), beginning with Ume Tsuda who came to Bryn Mawr in 1889 and returned to found Tsuda College, has a promising new chapter. In honor of Elizabeth Gray Vining '23, long-time trustee of the College and for four years the tutor of the Crown Prince of Japan, just after World War II, Bryn Mawr's alumnae in Japan have established the Japanese Fund for Educational Exchange with Bryn Mawr College. The first award will go to a Bryn Mawr graduate student for work in Japan; efforts are continuing to expand the fund to make possible a substantial two-way exchange of students and faculty.

Over the years an unusual proportion of Bryn Mawr's regular faculty has come from other countries; we are now in the process of extending this tradition. In the last three years a number of visiting professors have enriched campus life through the Katharine E. McBride Fund, established in honor of the College's president

\*Thirteen percent of alumnae came to Bryn Mawr from homes outside the United States. (*A College in Dispersion*, p. 71.) Of these, a number of foreign students have been supported by special scholarship funds: since 1917 36 have received The Chinese Scholarship, established by a group of alumnae and friends of the College; some 136 have received The Marguerite N. Farley Scholarships, established by bequest in 1956. The independent Philadelphia Japanese Scholarship Committee has sent over 20 Japanese students to Bryn Mawr since its beginning at the turn of the century.

emeritus. Thanks to the flexibility in appointments this fund makes possible and to the continuing effort to seek outstanding overseas replacements for members of the faculty on leave, there have been since 1970 twelve visiting professors or lecturers coming from Australia, Britain, Denmark, France, Israel, Spain, Sweden, and Switzerland, and teaching Biology, Classical Archaeology, Economics, English, French Studies, German, Greek, Hebrew, Hispanic Studies, Political Science, Sociology and Social Work.

In the 1974 spring semester the College benefited greatly from six lectures on *Alien Wisdom: The Limits of Hellenization* by the 1974 Mary Flexner Lecturer, Arnaldo Momigliano, Professor of Ancient History at the University of London and of Roman History at the Scuola Normale Superiore of Pisa; and by the public lectures, the course in History of Religion, and the student-counseling of the 1974 Roian Fleck Resident in Religion, Dennis E. Nineham, Warden of Keble College, Oxford.

By tradition and present experience the College sees these international programs as essential to its main educational mission. In this difficult period of financial stringency, however, Bryn Mawr would not have been able to maintain fully and in certain respects strengthen these international ties but for an anonymous donation in 1971 for international initiatives, another anonymous donation in 1973 for increased involvement with Africa, and the support of the Alice Lee Hardenbergh Clark Fund for Faculty Research, established by the Class of 1932 at its 40th reunion, for history and social science research outside the continental United States.

Fulfilling the College's commitment to international education will call for further special support. A critical limitation today is the shortage of funds for scholarship aid to foreign students. Instead of growing toward 10 percent of the student body, the proportion of foreign students has fallen under 5 percent. With currency restrictions imposed by the students' home countries and restrictions on working in this country imposed by the federal government, and



with student fees and College costs rising, many outstanding foreign applicants are unable to come to Bryn Mawr. Yet the benefits of the College's small residential community are particularly appreciated by foreign students who sometimes find the giantism and impersonality of the multiversity frustrating and unproductive. Moreover, the curtailment of students from abroad comes at a time when the College would like to enhance the experience of foreign students by making available to them summer internships similar to those now arranged for American students, in business and in other private and public institutions. This special period in the advance of women calls for just such new contributions by the College to the development of women's leadership in other countries.

As part of the Campaign for Bryn Mawr at the Tenth Decade careful plans have been made to strengthen the College's international dimensions in other important ways. These include the completion of the endowment of the Dorothy Nepper Marshall Chair and the further development of Hispanic and Hispanic-American Studies; the extension of Hebrew language courses, so crucial to the growing program in Judaic studies; and of Islamic and Middle Eastern studies, with courses in Arabic; and the continuing development of the interdepartmental programs in French, Russian and Classical Studies and The Growth and Structure of Cities, and of the College's involvement with Africa. Each of these programs requires support for faculty, student scholarship, and library resources, which are the three central purposes of the Campaign for Bryn Mawr at the Tenth Decade.

#### *Campaign for Bryn Mawr at the Tenth Decade*

The progress of the Campaign for \$21 million, organized under the chairmanship of Barbara Auchincloss Thacher '40, is indeed an indispensable factor in making this a good year for Bryn Mawr. Thanks to the \$8.5 million secured in gifts and pledges during the first year and one-half of the drive, to continuing economies in

operating the College, and to increased student fees, the Treasurer's Report for 1973-74 will show a net gain in unrestricted reserves for the second consecutive year as well as an addition to the permanent endowment.

The crucial College reserves, however, remain dangerously low, and the double blows of inflation and recession are severely testing the College's ability to support and develop its academic programs. Although the Campaign made possible 1974-75 salary increases for faculty and staff beyond the average 2 percent to 4 percent of the previous two years, their salaries are neither keeping up with the rising cost of living nor catching up with those of colleges and universities with which Bryn Mawr competes in terms of the quality of faculty appointments.

Fortunately, the year has seen great gifts. At reunion we celebrated a record-breaking 1973-74 Alumnae Fund total of \$785,000, including \$121,000 of an anonymous matching gift. Continuing the College's remarkably large number of anonymous contributions, more than \$300,000 was given or pledged on this basis. There is also the substantial beginning of a fund for the improvement of the campus in honor of trustee emeritus and former chairman of the Board, J. Edgar Rhoads, and his wife, Edith Chambers Rhoads '08. Not counting many bequests and life-income agreements, other Campaign contributions of special interest include:

\$25,000 from the Western Electric Fund for the lighting and renovation of the former reading room and other areas of Thomas Library.

\$150,000 as a challenge gift to Haverford and Bryn Mawr colleges from the Richard King Mellon Foundation for the coordination of the two libraries, to be matched by other outside funds.

\$100,000 from the Booth Ferris Foundation, allocated for support of the Hispanic and Hispanic-American Studies, for fur-

ther development of library cooperation with Haverford College, and for the School of Social Work.

\$100,000 from the IBM Corporation, allocated for support of Hispanic and Hispanic-American Studies and for programs in the physical sciences.

\$100,000 authorized by the Glenmede Trust Company from the funds of the Pew Memorial Trust for the purchase or renovation of science equipment and for acquisition of science books and continuations.

\$100,000 pledged to the Library by Philip Gibbs, Jr. for the purchase of history of science books from the Anthony Michaelis Collection.

\$150,000 from the National Endowment for the Humanities in support of the new interdisciplinary program, The Growth and Structure of Cities.

\$250,000 as Bryn Mawr's share from the sale of the Washington, D.C. home of Mary and G. Howland Chase, given jointly to Princeton and Bryn Mawr.

Near the midway point in the Campaign, a comment on the magnitude of the test before us is in order. While the above gifts and general alumnae support are impressive and very moving, one is sobered to read of the launching of fund drives by larger predominantly male institutions with many donations exceeding \$1 million. With the volunteer leadership of Bryn Mawr alumnae and alumni in every aspect of the Campaign and in all sections of the country and as far away as Japan, we have climbed past the two, the four, the eight-million dollar mark without any gift of a million.

Turning once more to Miss Thomas, I know something of what she felt in the winter of 1910. "The New Year," she wrote, "opened rather gloomily in the shadow of the million-dollar fund we are trying to raise for the College."

How are we to get it? Since Christmas I have been sitting like a spider weaving my nets in my beautiful Deanery den, getting up lists of people whom I can ask to give \$10,000, \$5,000, \$1,000, \$500 and so on. Every few days I emerge and rush on to New York and . . . drop into a Wall Street office to ask a fatted victim for a subscription . . . It is a horrid business, only second in indignity to stealing but preferable because it does not put you behind bars. . . . Nevertheless, it would spread a kindly warmth through my ashes in my niche in the library cloister to know that the College will be able to go on and not close its doors on account of the high prices.

Bryn Mawr's doors will not close. The College will meet this test, but in doing so it must overcome another difficult reality: the insistence among outside donors upon supporting something new. Not long ago the officer of a major foundation told us that what Bryn Mawr has been doing in the sciences, particularly to encourage women scientists, was wonderful. "If you had come to us with an innovative program proposing to start to do what you are doing, we would have been able to back it," he said. "But we can't support something you are already doing, no matter how good."

The time has come to recognize that one of the most innovative things today is to hold fast to that which is good. There is one foundation which makes it its business to do just that: the William R. Kenan, Jr. Charitable Trust. Under the will of the North Carolina scientist, engineer and business executive, professorships have been endowed at 37 colleges and universities. At this year's Alumnae Reunion we were delighted to be able to announce the gift of \$700,000 to endow a William R. Kenan, Jr. Professorship at Bryn Mawr in order to "support and encourage a scholar-teacher whose enthusiasm for learning, commitment to teaching and sincere personal interest in students will enhance the learning process."

After consulting the Faculty Committee on Appointments, I am

happy to report that the first holder of this chair will be Frederica de Laguna '27, former chairman of the Department of Anthropology, past president of the American Anthropological Association, distinguished scholar of Alaskan Eskimo and Indian culture, devoted teacher whose enthusiasm, commitment and interest fit so well the terms of the trust. In the "way of life" called anthropology, she has said, "insights gained in the field . . . have given us . . . the whole world of man and his works for two million years."

Further recognition of faculty excellence came at Commencement this year when I had the pleasure of presenting the Lindback Award for Distinguished Teaching to Agnes Kirsopp Lake Michels, A.B. '30, Ph.D. '34, the Andrew W. Mellon Professor of Humanities and chairman of the Department of Latin, and to Charles Mitchell, chairman of the Department of History of Art.

Congratulations go, too, to the Alumnae Association, whose remarkable service to the College is continuing into the Tenth Decade and its Campaign. At the annual meeting of the American Alumni Council of more than a thousand organizations, Bryn Mawr's Association, along with that of Brown University, won the 1974 award for Comprehensive Excellence. I also want to express appreciation to a special alumna, President Emeritus Katharine E. McBride '25, Ph.D. '32, not only for her active chairmanship of the Campaign's Board of Consultants, but for the course she taught this year and will teach again in 1974-75 on "Higher Education in the 1970s."

As the 1973-74 academic year ends, the College is in the process of acquiring some eleven acres, including a valuable school building, just behind and almost contiguous to the Graduate Center. For an otherwise land-locked College with a critical shortage of space for faculty offices and teaching, the purchase of this property from the Society of the Holy Child Jesus seemed a wise investment in the future. It will likely be matched in due course by the College's sale of some 25 acres it owns several miles away.

Bricks and mortar are not part of the Campaign and the real “ground of our being” at Bryn Mawr is the academic life, but land is literally what our feet stand on. In that connection, the committee for the Greening of Bryn Mawr is fruitfully at work, now with the professional leadership of landscape architect Stevenson Fletcher, who has contributed so much over the years to the economical and expert care of Haverford’s ground.

### *1976 And All That*

If the Campaign achieves its goal of \$21 million by July 4, 1976 we can celebrate the continued independence and integrity of the College at the same time we celebrate the nation’s 200th anniversary. Through Bryn Mawr’s 1976 Studies, the bicentennial of the Declaration of Independence is being commemorated at the College not by fireworks but by an effort to reexamine and illumine the principles and problems of the continuing American revolution. The program brings students and faculty together with participants from the community in a series of lectures, seminars, symposia and presentations on the Declaration, the Constitution and the Bill of Rights, and their modern implications.

The series has ranged from a seminar on *Education and the Founding of the Republic*, led by Lawrence Cremin of Columbia Teacher’s College, to a lecture and seminar on *Nature’s God or the Lord God of Israel* by Yale’s Sydney Ahlstrom; from a two-day conference on *Development Within Constraints* with Lester Brown to a two-hour lecture on *World Interdependence* by Buckminster Fuller, World Fellow in Residence at Bryn Mawr, Haverford, Swarthmore and the University of Pennsylvania; from sessions on the Quaker report, *Struggle for Justice*, and on *Victimless Crime* with Norval Morris to a joint program with Haverford College on *The Other Bicentennial: Adam Smith and the Wealth of Nations*, with Milton Friedman and Robert Heilbroner.\*

\*Also included were: a discussion on *Taxation with Representation* led by Philip Stern; a panel on *The Right to Life and Death*, including Katharine Strauss Mali ’23, President of the Euthanasia Education Fund; a lecture and seminar on a darker view of the Declaration in art

But as the shadows of Watergate spread over the sky, the program which had the most direct and special significance was a two-part seminar on the Declaration and the Constitution, led by Pennsylvania Commissioner of Higher Education Jerome Ziegler. In cooperation with the Alumnae Association, similar seminars will be held between now and 1976 at Bryn Mawr and in other parts of the country, with the focus on those two basic documents.

Stimulated by this Bryn Mawr experience, Pennsylvania's Governor Milton Shapp proposed to the recent "reconvened" First Continental Congress that such discussion of America's founding documents become the central theme of the nation's bicentennial. Meeting in Carpenters' Hall, the governors and delegates from the thirteen original states unanimously resolved:

Whereas, in the founding of the United States of America the people had frequent recurrence to fundamental principles . . . ;

Whereas, in town meetings, committees of correspondence, and other public assemblies the people examined and debated these fundamental principles of self-government . . . ;

Whereas, no free government, or the blessings of liberty, can be preserved to any people, but by such recurrence to fundamental principles;

Therefore, be it resolved that this is a time for the American people to reexamine and reaffirm these fundamental principles and founding documents and that they now be urged to read and discuss the Declaration of Independence, the Constitution and the Bill of Rights, and the great associated documents, including *The Federalist Papers* . . . .

One may doubt whether the governors' agreement to take "all

and literature, *Hope and Shadow*, given by Charles G. Bell of St. John's College; a discussion with Stringfellow Barr of his paper, *Consulting the Romans*; a two-month exhibition of *Great Ideas*, the art collection of the Container Corporation of America; and *A Church Service of the American Revolution*, repeating actual hymns and a sermon of 1776, presented in collaboration with the Bryn Mawr Presbyterian Church and the Bryn Mawr-Haverford Chorus.

appropriate action” to assure public study and discussion of these documents and principles will lead to seminars taking the place of fireworks, but at least Bryn Mawr’s efforts can be contrasted with the bureaucratic confusion of national bicentennial planning to date.\*

If our Constitution works, it is in part because in time of trouble people do go back to first principles. The delegates in Philadelphia in 1774 were, in John Adams’ words, “Americans in principle” who turned, as Samuel Adams said, from “picking up pins and directed their view to great objects.”\*\*

That is what Americans need to be and to do again. This time, however, as Abigail Adams prophesied, one of the great objects for Americans and people everywhere in the world will be the equal rights of women.† One of the great purposes of education, and very specially of this College, is to direct views to such objects.

\*In the *Philadelphia Bulletin*, June 20, 1974, columnist Harry Toland wrote:

At Bryn Mawr College the amazing thing is that people have been thinking for two and a half years about what Jefferson and his friends had in mind and what it might mean today . . . Bryn Mawr is showing what can be done to light a United States birthday candle if you have a clear idea of what needs illumination and take some time to plan.

\*\*From *The First Continental Congress*, by Arthur Power Dudden, chairman of the Department of History, Bryn Mawr College, prepared by Philadelphia '76, Inc. for the September 5-6 Reconvening of the First Continental Congress.

†“Do not put such unlimited power into the hands of the Husbands,” Abigail Adams wrote to John Adams. “If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.” Abigail to John Adams, March 31, 1776. *Adams Family Correspondence*, Vol. 1, New York, 1965, p. 370.



## THE UNDERGRADUATE COLLEGE

The Bryn Mawr undergraduate student of the 1970s has much in common with her predecessors, both immediate and remote, despite profound changes in society in general and in education in particular. Able and richly talented, Bryn Mawr students respect reason, independence, and openmindedness, are tolerant (almost to a fault) and engage early, sometimes in spite of themselves, in a complicated but compelling relationship with the institution.

For the Bryn Mawrtys of the 1970s, as for those pioneer students in the College's earlier history, it is a challenging, exciting, important time to be a woman, white or black. This generation is fully prepared to take advantage of new opportunities opening up, to assume the accompanying responsibilities and to concern itself with those barriers not yet overcome. Students worry less than earlier generations about the conflicts between a career on the one hand and matrimony and maternity on the other. They expect to find husbands who will share both the work and the joys of family life, and are interested only in partnership marriages.

One graduating senior writing in the *News* put it thus: "To me this is Bryn Mawr's greatest contribution—the spirit of independence it has engendered in me. . . . I leave with a feeling of security and selfworth. . . . No one who has not yet ventured beyond Bryn Mawr can know precisely how important that recognition is: once having received it here we will never be able to settle for anything less than total recognition from our male colleagues and friends."

How is the College attempting to meet the challenge of educating women for the remaining decades of this century and the next? It is in the main committed to combining the best possible training in the liberal arts with the explicit purpose of teaching women how to learn for themselves: how to see clearly, to express their ideas precisely and to eschew prejudice, cant and the merely superficial—in short, fitting the student to live as a human being in command of a critical intelligence and refined sensibilities. A more specific purpose is to provide an opportunity and means for thorough exploration of a subject matter or discipline which will serve the student as a sound basis for further work or study. The College has a particular responsibility to create an atmosphere that allows a woman student to develop her individual talents and interests to their full realization, and to provide the support that will encourage her to attain her most ambitious goals after college.

During the last twenty years higher education in this country has undergone a gradual homogenizing process as some small, independent, or church-related colleges have closed down or been absorbed by larger, more affluent institutions, and most colleges and universities have become coeducational. One of the greatest strengths of the American system of higher education—that it offered students a genuine choice of institutional type—is now seriously impaired, as most institutions have chosen to apply the same set of solutions to their problems.

Unique from its beginnings, Bryn Mawr continues to stand out against simulation and patterning. It is the only women's undergraduate college with extensive graduate programs (coeducational) which offer work leading to the M.A. or M.S.S. and Ph.D. degrees in a full range of disciplines. A single faculty which teaches all students from the freshman to the Ph.D. candidate binds the program distinctively into one interdependent whole. The undergraduate students benefit importantly from the existence of an extensive graduate program as library holdings, laboratory facil-

ities and faculty are shared, and graduate students profit enormously from being instructed by a faculty committed equally to research and teaching. At a time when support for a small independent institution to provide the careful and individual attention necessary to maintain excellence in all its various aspects presents increasing difficulties, Bryn Mawr must make very sure of its strengths and continue to assess with care its purpose in relation to the changing needs of both the disciplines and the times.

It is clear that all independent institutions will need, for both academic and financial reasons, to be far more open to cooperative arrangements in the future than they have been willing to be in the past. The manner and degree of these cooperative arrangements should be deliberately and carefully planned for mutual benefit rather than adopted in response to temporary pressures and financial exigency. Bryn Mawr considers itself most fortunate in its partners in such a concern: Haverford and Swarthmore Colleges and the University of Pennsylvania. Because of the distance involved, cooperation with the University and with Swarthmore is necessarily more limited but it continues to increase in areas where other factors of mutual benefit outweigh commuting time. Bryn Mawr undergraduates take good advantage of the University's Oriental language programs. The History of Religion Department working in cooperation with the Religion Department at Swarthmore has developed a regular faculty semester exchange that significantly enriches both programs.

The possibilities for a particularly fruitful partnership between the Undergraduate College of Bryn Mawr and Haverford College, as has been demonstrated in so many ways already, are rich indeed. Much time has been devoted in the last several years to developing an institutional relationship that is most beneficial for two small institutions and is in many of its aspects unique. We are institutions with similar admissions standards and strong undergraduate programs; but we admit undergraduates of different sexes into an academic community that includes two graduate

schools on one of its campuses. Students and faculty members are by virtue of close cooperation able to participate in a richer and more diverse intellectual life under an arrangement that provides broader coverage in a greater number of fields and specializations and a richer variety of teaching styles and methodologies.

Cooperation, then, permits us to offer students a more various academic and extracurricular program than either of us alone could manage. It permits us to educate students of both sexes not in isolation but in a situation where men and women meet at every level and in varying contexts as equals, which may be one of the most important educational statements being made in this country. In almost every other educational situation women have been brought into a formerly male institution which remains remarkably unchanged or are students of a women's college annexed to the larger male university. To provide a situation which offers some of the real advantages of coeducation while fully supporting the particular needs of both its female and male students is an important undertaking realized in few traditionally coeducational institutions in this country.

Neither college is interested in losing, through the cooperative relationship, its distinctive character. It is not necessary to work long in either of the institutions to know that it is not a present danger. Both are strong, fiercely independent, and sometimes quite stubborn in their pride. A successful partnership must be one that encompasses a wide range of similarities and differences. However, by nurturing the undergraduate cooperative venture, Bryn Mawr and Haverford Colleges may show how much educational institutions have to gain from maintaining institutional individuality through the challenge of a real partnership of equals, and in so doing realize a particularly rich educational situation for women and men students.

### *Students of the Undergraduate College*

In the fall of 1973 the Undergraduate College opened the 89th

academic year with a record number of registered students (887), which constituted 58 percent of the total number of registered students in the College. In addition to 620 returning upperclassmen the College admitted 225 freshmen, 20 new transfer students to the three upperclasses, and 22 new special students. The students came from 49 states and 18 foreign countries. The majority came from the Middle Atlantic States (55%), with the Southern Atlantic States next (14%), and New England third (10%). Five percent of the students came from the Pacific coastal region, and the East South Central States sent the smallest number of students (1%). Seven hundred sixty-nine of these students lived in residence, while 95 were non-resident, 12 were on the senior-year-away plan, and 11 on junior-year-abroad programs.

The years 1972-74 have been similar in mood, tone and accomplishment. Students all over the country have appeared more interested in their work, in their career plans, and in accomplishing rather than talking about solutions to the more important problems facing the College. The students of the 1970s, many of whom watched older brothers and sisters go through college in the 1960s, are less naive than their siblings but no less committed. They are pragmatic and slightly cynical but openly disturbed in a way their 1960s counterparts might not have let themselves be by all the implications of the present national political situation; they appear to be committed to preparing themselves to play a significant part in society over the long haul.

Bryn Mawr students take their Self-Government Association seriously. This spring's elections called forth the largest number of candidates for each office and committee in recent memory. In addition to managing and supporting student organizations, the undergraduates elect their own representatives to the Board of Directors, to the faculty committees on curriculum, admissions, scholarship policy, and to a number of ad hoc committees—most recently the joint Board Committee (with Haverford) on Cooperation. Student representatives manage extraordinarily well the dif-

ficult task of being intelligently informed about the problems before the various committees and constructive in their suggestions while not failing to represent student opinion and concern.

The Self-Government president, Alice Milrod '74, also the senior undergraduate student representative to the Board, took an active and most effective role in the Bryn Mawr-Haverford meetings on cooperation and solicited Bryn Mawr student opinion during Haverford's critical discussions in the fall on the possibility of admitting its own women students. In addition she, along with Barbara Miller '75 and Dea Angiolillo '75, organized successful student efforts on behalf of Bryn Mawr's Campaign at the Tenth Decade.

The extracurricular life on the campus reflects shifting student interests. There is less interest in political groups and social service organizations than in the 1960s and a tremendous interest in the arts. Musical groups, College Theatre, Little Theatre and *The Bryn Mawr-Haverford College News* are very active. Students from both colleges cooperate to produce an excellent student newspaper which this year followed carefully the course of two-college cooperation. A series of very useful articles in *The News* investigated the actual state of that cooperation by examining in depth the arrangements between the academic departments of the two colleges. This series will provide the Joint Committee on Cooperation with important background material.

Class shows are better than ever and the dance program has been increasing in popularity over the last several years. A large number of Bryn Mawr and Haverford students belong to Dance Club, which this year enjoyed, in addition to regular instructors Paula Mason and Barbara Lember, an Affiliate Artist sponsored by the Sears-Roebuck Foundation and the National Endowment for the Arts. Milenko Banovitch spent a total of eight weeks on the campus teaching and working on programs which he and students from both colleges took into neighboring schools and civic organ-

izations. Many students take dance as a regular part of the Physical Education program, which is at present booming under the direction of Anne Delano and a most capable staff who teach everything from relaxation to gymnastics. The student gymnastic team, in its third year, competes extramurally and also is fast becoming a feature in May Day activities.

Student participation in the traditional occasions at the College like May Day, Lantern Night, and class shows is interested and vigorous. Students engaged in Scottish dancing, Morris dancing and a Renaissance Choir contribute to the general spirit of various college occasions.

The Student Residence Committee under the direction of Susan Sherwood '74 worked out the Bryn Mawr-Haverford residence exchange which will involve 150 students from Haverford living at Bryn Mawr in 1974-75, in Erdman, Rhoads, and Radnor Halls, and an equal number of Bryn Mawr students living in suites on the Haverford campus. The Committee also successfully planned the first Russian "House"—a special section of Erdman Hall which will house ten Bryn Mawr and Haverford students interested in improving their spoken Russian.

A year ago, on the Committee's recommendation, the students voted to abolish hall and room retention rights, for so long a determining factor in residential life at Bryn Mawr. This makes for a fairer situation but, more importantly, it is meant to encourage each student to think about the wider range of residential possibilities and to select the appropriate one for her in each year. The movement between campuses, between single-sex and coed halls, between large halls and small, on campus and off, language houses and cooperative apartments is such that the unfortunate stereotyping that often marks the residence situations on small campuses is largely avoided.

The Black Sisterhood, which was formed in the mid-sixties, has worked hard to provide cultural programs for the campus com-

munity. Seven students living in the Black Cultural Center, located in Perry House, opened the house for several excellent day-long programs organized by the Sisterhood. Black students have been active in admissions work, speaking to prospective applicants at schools and at the College, and have worked effectively as counselors in the Bryn Mawr-Haverford Summer Program for pre-freshmen whose high school training has been unconventional or disadvantaged. Despite an increased effort in recruiting minority students, however, the number of black students on campus remains fairly constant, approximately five percent. Though this is typical of the national situation, it is not felt to be a satisfactory state of affairs for Bryn Mawr.

On May 13, 206 seniors took the A.B. degree, 61.6 percent with distinction. Over 80 percent of the class that entered in 1970 completed the degree by 1974. A number of seniors are going on to law school (19), medical and dental schools (9), business school (5), and schools of architecture (2). Students planning to go on to graduate school were successful in national competitions but fellowship support, both national and institutional, for graduate work has fallen off markedly and the competition for it and for the reduced number of places in graduate programs is keen. Bryn Mawr students continue to fare well and secure their share of departmental graduate fellowships and teaching assistantships, but the strain imposed by the situation upon seniors is to be deplored.

The Office of Career Planning under the direction of Dolores Brien is working hard with students at all levels to encourage a wider vision of their future career possibilities. The Office of Career Planning sponsors several new and expanded programs for this purpose: placement of students for a vacation period (an externship) or a summer (an internship) with a professional, in many cases an alumna, who can give to their work a direction and vocational value not usual in the average student job; career conferences which bring to the campus professionals in various fields



to discuss with small groups of students the nature and practice of their work; the presence on campus for varying periods of a business executive-in-residence whose participation in classes and extracurricular activities allows students through an exchange of ideas to gain insight into the interaction of theory and practice.

This year's career conferences included: *A Choice of Life Styles; Women in Medicine; Lessons Learned and Unlearned* (exploring the changes in women's roles since World War II). There was also a January inter-term program held in New York City on *Museum and Other Art-Related Careers*. A new committee on *Women in Business and Administration* chaired by Dewilda Naramore Harris '38, composed of business people, some of whom are alumnae, members of the faculty and student body, works closely with the Office of Career Planning to encourage relevant programs and to open administrative opportunities for women.

The Office of the Dean, working with the Office of Career Planning and members of the faculty, attempts to advise students early and fully of the best preparation for their future goals. Each class has its own dean who is responsible for general academic advising and for coordinating the specialist services on campus (counseling in personal and medical areas and on study skills, financial aid, and career plans). Patricia Onderdonk Pruett '52, Ph.D. '65, Associate Dean and Lecturer in Biology, advises the senior class; Rebecca Fox Leach '70, currently a graduate student in French, the juniors; Jo-Anne Thomas Vanin '69, currently a graduate student in Education and Child Development, the sophomores; and E. Jane Hedley, Ph.D. '73, Lecturer in English, the freshmen. A dean's responsibilities and concerns are extremely varied and she must have much in common with Stephen Leacock's horse who could "gallop madly off in all directions."

### *Admissions in the Undergraduate College*

The admissions effort in independent institutions has been mark-

edly affected in recent years by the rise in the cost of private education. Women's colleges have been further affected by the sudden increase in educational opportunities made available to well-qualified female applicants as more men's colleges have opened to women. Predictions based on population statistics indicate that the applicant pool will only decrease in the 1980s. Bryn Mawr did however have a record number of qualified applicants for the Class of 1978. The Director of Admissions, Elizabeth Vermey '58, explains this as the result of a combination of factors: participation in the College Board's Student Search Service, the very strong alumnae support of that effort and participation in recruitment, and a new admissions booklet, mailed or given to all potential applicants.

The Student Search Service was initiated in 1971-72 in an effort to help colleges locate the kind of students who would profit from their particular programs. By filling out an optional questionnaire attached to the Preliminary Scholastic Aptitude Test taken in the fall of the junior year, a student may be listed as wishing to receive information from colleges interested in her. This program has developed into one of the most effective ways of reaching the kind of student who would most enjoy and profit from Bryn Mawr, since the College asks for the names of only those whose records and interests indicate high achievement, serious academic commitment and an interest in an academic field offered at Bryn Mawr. It also allows the College to reach able students all over the United States in areas where it is not really feasible to routinely send admissions office representatives. For example, 27 percent of the Class of 1978 now comes to the College from west of the Mississippi as compared with only 15 percent of the Class of 1977. Doubtless some of those same students would have learned about Bryn Mawr in another way had the Search Program not existed, but the important thing is that many highly qualified students would not have.

Though nationally the College Board test scores have been declining over the last four years, Bryn Mawr's scores are now again

at the peak level reached in the late 1960s. The entering class is a very able one (40 percent were National Merit semifinalists) and an unusually diverse one. Thirteen black students (three of them National Achievement winners) as compared with eight in 1973, and twelve foreign students as compared with three in 1973, two Puerto Ricans, and one Native American will be enrolled. Seventy-three percent are from public schools and 27 percent from independent schools with 29 percent coming from schools that had not previously sent a student to the College.

Approximately 400 alumnae under the direction of Alumnae District Information Chairmen did admissions work in 1973-74. The extent and quality of that effort are of incalculable benefit to the admissions process. Meetings, organized by alumnae, with interested students and their families were held in major cities in nine of the ten Alumnae Districts across the country this last year. The staff effort went to these meetings (25) this year rather than into school visiting (66 separate school visits were made) which has become increasingly ineffective. Local alumnae do a good job cultivating and maintaining school contacts and can perhaps best meet this need.

It is important for the College to continue to be imaginative in its admissions effort. Bryn Mawr and Haverford have done some joint recruiting and plan to do more together next year. The cooperation between the colleges provides an interesting alternative to conventional coeducation that should be communicated to the high school student who in so many cases has been schooled in a coeducational environment and does not even think of other than the traditional coeducational college, unless the question is raised or the option presented.

### *Financial Aid in the Undergraduate College*

A full-time undergraduate resident student at Bryn Mawr this last year paid \$3000 in tuition, \$1420 for room and board, and an

estimated \$650 for fees, books, travel and personal expenses. The tuition payment meets about 36 percent of the College's total costs so that it can be maintained that 100 percent of the students receive "scholarship" aid financed by current and past gifts of many alumnae and friends of the College.

Under the actual financial aid program, directed by Lupe Gonzalez, however, 330 (38.5%) undergraduates received some form of grant, loan, or job aid totaling \$849,134. This included funds administered by Bryn Mawr as well as those for which the student applies directly to agencies outside the College, such as the National Merit Corporation and her state.

Scholarship grant funds administered by Bryn Mawr come from three main sources: endowment income (this year) \$207,718 or 49 percent of the financial aid budget for 1973-74; the highly successful Alumnae Regional Scholarship program \$128,124 (30%); and donations \$55,625 (13%). In addition, the College administers two government grant programs, the Basic Opportunity Grants and the Supplementary Educational Opportunity Grants \$18,633 (3.4%), and directs the federal Work-Study Program which provides qualified students with employment during both the summer and the academic year. The balance of the financial aid programs' needs is met with as large a sum as is necessary from the College's general funds, \$18,823 for 1973-74 (4.4 percent of the financial aid budget for 1973-74).

There is growing concern on the part of both parents and institutions about ways in which post-secondary educational expenses can be met, and the effect increased costs may have on the diversity of the student body. One measure of the diversity of the student group is family income distribution and that pattern for students receiving financial aid (including loans) in this fall's entering class (37%) is an encouraging one: 23 fall in the \$9,000 to \$15,000 bracket; 23 in the \$15,000 to \$20,000 bracket; and 20 fall in the \$20,000 to

\$28,000 bracket. This pattern confirms the College's intent to provide support for the middle income family, as well as the lower income family, so that the student's choice of college is not totally tied to financial considerations but can be made on the basis of academic suitability. Bryn Mawr's commitment to student support is documented clearly. At Bryn Mawr, student aid for all three schools represented in the last four years 13.1 percent, 12.9 percent, 13.4 percent and 12.4 percent of current fund expenditures. For private institutions country-wide the comparable figures are under 7 percent in each of those years.

Students are taking increasing responsibility for the financing of their educations. All students on financial aid are expected to contribute by borrowing or earning a sum that ranges from \$1000 in the freshman year to \$1500 in the senior year. Approximately 500 students earn money during term time, earning an average of \$270 each, while the average student's summer earning has been approximately \$700.

It is vital to the continuing quality of the institution's academic program that the College be able to admit the very talented freshman and transfer student regardless of her ability to pay. Continual increases in tuition alone will clearly not meet the long-term problem of college financing. Careful economies must be practiced and new sources of funds sought. One of the three central goals of Bryn Mawr's Campaign at the Tenth Decade is to increase student aid both by securing new endowed scholarship funds and by increasing the Alumnae Regional Scholarship program and expendable donations for student aid. Since the Campaign began, new funds with an estimated annual income of approximately \$15,000 have come to the Undergraduate College. With the opening of Bryn Mawr's seventh used-book store in New York City this last spring, the future of the Regional effort to raise non-Bryn Mawr dollars, in support of worthy students selected annually as Alumnae Regional Scholars by the Districts, looks bright indeed. In 1973-74 the

program provided \$13,819 more than in 1972-73, aiding 115 students, and involved at least 150 alumnae in the selection process.

Several new developments on the funding front bear careful watching. At the federal level new regulations governing the Guaranteed Student Loan Program will enable more families, particularly those in the middle income group (\$14,000—\$21,000) to qualify for the interest subsidy without the requirement of a need analysis. While a family with one child and a gross income of \$19,000 may not qualify for college aid it will now qualify for an interest benefit on loans up to \$2000 annually. Because of changes in policy more families will qualify next year for the new Basic Opportunity Grants program whose maximum award will also increase to \$1050. The repayment plan on the National Direct Student Loan program will, after a nine-year participation, provide Bryn Mawr with an increase of \$20,000 to award over that amount possible in 1972-73. The federal Work-Study Program should provide \$75,760 in funds to Bryn Mawr's three schools for 1974-75 as opposed to \$54,500 in 1972-73. These funds support students during term time and summer vacation in interesting jobs which are in many instances connected with their major or a career interest. This last summer a student funded by the Work-Study Program worked in the Marine Biology laboratory in Woods Hole, another taught English as a second language to Spanish-Americans in New York City, while a third worked in an archaeological museum at Berkeley. Students also worked in libraries, hospitals, and Upward Bound programs across the country. Many will continue to hold work-study positions on campus during the academic year, attached to various faculty research efforts.

The alumnae-faculty-student committee concerned with financial aid policy monitors with great care a complex support program. The strength of the financial aid program will in large part determine the success of the College's effort to seek the very best students from this country and abroad for whom Bryn Mawr is the right college.

### *The Undergraduate Curriculum*

For the last several years the Curriculum Committee, which consists of six elected members of the faculty, five student representatives from the student curriculum committee, the deans of the Undergraduate College and the President, has been active on a number of fronts.

The Committee, working in conjunction with representatives from Haverford, developed a joint calendar coordinated with that of the University of Pennsylvania which has been in effect since 1971-72. The first semester ends before the Christmas holiday and the second semester terminates in mid-May. This calendar was reaffirmed by the faculty this year.

In 1971-72 the Committee recommended to the faculty a change in the grading system from the old numerical to a literal scheme (A, B, C, D and F) and added a credit/no credit option for one course per year. This plan, now in its third year, is felt by many to lack sufficient distinctions. At the present time a joint Bryn Mawr-Haverford committee is studying the possibility of arriving at a single satisfactory grading system for the two colleges. This would be welcomed by all concerned.

Perhaps most interesting has been the development of inter-departmental work at the College resulting in the establishment of five new interdisciplinary major programs: Classical Languages, Classical Studies, French Studies, The Growth and Structure of Cities, and Russian Studies, and one new interdisciplinary concentration in Hispanic and Hispanic-American Studies. These programs were developed to take advantage of already existing curricular strengths, in line with the interests of the appropriate faculty members. Carefully designed to avoid the smorgasbord aspect of much interdepartmental work, the programs have special introductory courses and senior conferences. In 1973 The Growth and Structure of Cities major, under the direction of Barbara M. Lane of the History Department, attracted a grant of \$150,000 from

the National Endowment for the Humanities. Several distinguished scholars are coming to the College on this program. Students examine cities from an historical and cross-cultural perspective, and faculty members from eleven departments as widely divergent as Classical Archaeology and Chemistry participate.

Work in African Studies is developing at the College. Recent appointments in Sociology and History bring to the faculty scholars interested in the sociology of developing countries (Robert Washington) and African history (Wendell Holbrook). This work complements that offered by the Departments of Anthropology (under the direction of Philip Kilbride) and Political Science (under the direction of Marc Ross). The Commonwealth Africa Scholarship, established in 1965 by the Thorncroft Fund, Inc. through the generosity of Helen and Geoffrey deFreitas, enables Bryn Mawr graduates to study or teach in Commonwealth Africa. This exceptional program has already sent eight young alumnae to Africa. New funds given to Bryn Mawr at the Tenth Decade in support of African work offer new encouragement to this important effort.

The Curriculum Committee has spent much time on various questions concerning ways in which academic cooperation between Bryn Mawr and Haverford might discourage unnecessary duplication and put scarce resources to strengthening existing programs and encouraging carefully planned development. The Bryn Mawr faculty voted in 1971 to permit Bryn Mawr students to major in departments at Haverford that have no counterpart departments at Bryn Mawr, just as Haverford students major in Bryn Mawr departments not represented at Haverford. Currently Bryn Mawr students may major in astronomy at Haverford (to date three students have done so) and take the greater part of their major work in Fine Arts at Haverford though their programs are under the supervision of Bryn Mawr's Professor of Fine Art, Fritz Janschka. Haverford students major (26 in the last four classes) in Archaeology, Geology, History of Art, Italian and Russian at Bryn Mawr.



Students of both colleges find the advantages offered by two full academic programs attractive, as cross-registration figures reveal (2204 for 1973-74 compared with 197 in 1963-64). At the present time more Haverford students are registered at Bryn Mawr than Bryn Mawr students at Haverford but this is a recent change. There are various cooperative arrangements between the academic departments at the two colleges. Some departments (Economics and History) are virtually federated with joint introductory and senior conference work, while others are content to work for augmentation and enrichment of their academic offerings by minimizing duplication and planning wisely together. Departmental cooperation develops often in response to specific curricular staffing needs and student and faculty interests. The variety of cooperative models is for the most part healthy, but it is important for the future of effective cooperation that the colleges encourage all departments to engage in full, regular consultation on matters of appointments and curricular planning and development.

An important outgrowth of joint planning has been the Bryn Mawr-Haverford Summer Program for pre-freshmen. Some freshmen coming to the colleges from an educational situation that might not have provided the support necessary to tackle the first year of college are invited to attend a program that introduces students to the people and programs of the two colleges. Six weeks in length, the Summer Program curriculum offers work in English Composition, language refresher courses, pre-calculus preparation in mathematics and a review of study skills. Under the direction of Jo-Anne Thomas Vanin '69, the Dean of the Sophomore Class, and Bette Harris Williams, the Assistant Director of Admissions at Haverford, the program in its third year as a joint effort (Bryn Mawr ran a program alone in two earlier years) brought nine Bryn Mawr pre-freshmen and eight Haverford pre-freshmen to reside in Haffner Hall on the Bryn Mawr campus from July 13 to August 24, 1974.

The Bryn Mawr curriculum continues to stress sound prepara-

tion in skill and tool subjects, a good introduction to the differences in methodology and approach of the basic disciplinary groupings, and a strong major program. A typical student program will include: a unit in English composition; work to achieve the required level of proficiency in language, or language and mathematics; one unit from each of the four divisions of the curriculum (social sciences, natural sciences, literature, humanities); a major sequence of at least four units and two units of allied work and a senior conference. Many of these requirements may be met with courses at either Bryn Mawr or Haverford.

In part because the curriculum has remained a structured one, Bryn Mawr statistics do not always reflect academic trends cited for the nation at large. Whereas language enrollment across the nation was down 10 percent in the years 1970-72, it was up at Bryn Mawr in the same period by 38 percent. Students interested in studying a foreign language are attracted to the College by strong departments, the language houses and the summer institutes. The faculty strongly supports language study throughout the curriculum because it provides students with the means to do their own independent research, to understand their own language better by comparison with another, and to overcome the cultural isolation bred by monolingualism.

The large number of illustrious alumnae doctors and scientists indicates that the College provides an encouraging atmosphere for the aspiring woman scientist. Enrollments in the sciences have been steadily increasing. Twenty-five percent of the total registration this year was in the sciences and mathematics. Many students are interested in going to medical school and although not all by any means major in the sciences a good many do, particularly in Biology and Chemistry: 15 percent of the Class of 1974. In 1972 the Associate Dean, Patricia O. Pruett, who also serves as the Pre-Medical Advisor, developed a formal post-baccalaureate pre-medical program which is available to graduates of Bryn Mawr and

other four-year accredited institutions who have not completed the pre-medical requirements during their undergraduate years and who have never applied for admission to a medical school. This year eight students were enrolled in this program, which promises to be highly successful in meeting the needs of able students who wish to major in a non-science field while in college or who make the decision to apply to medical school late in their undergraduate careers.

The faculty-student ratio for the Undergraduate College is currently approximately one to nine. Class size statistics in the Undergraduate College fluctuate little. Sixteen percent of all courses (these figures do not include independent work, honors papers or senior conferences) have five or fewer students in them. Twenty-six percent of all classes have between six and ten students and only 2 percent have between 41 and 50 students.

The intimacy of the setting, the commitment to sound teaching and research on the part of the faculty, and the intelligence and originality characteristic of the Bryn Mawr student combine to make Bryn Mawr a stimulating place in which to study and learn.

Educational institutions find themselves in the 1970s fundamentally challenged to review their current policies and to engage in wise and farsighted future planning. The public support programs that provided so comfortably for some parts of the academy in the 1960s are over, it would appear, for some time to come; but that decade has left many institutions over extended and over built—the result often of poor planning and a naive belief that the public's romance with education would continue. The media frequently depict the prevailing mood of the academic community as depressed and pessimistic; they note with regret a general curricular retrenchment and the renewed strife between the public and private institutions. But it should be remembered that it can only be useful to subject the programs, policies and purposes of an educational institution to tough, careful and periodic review. For it is

essential that an academic institution be alive to the challenge of the potential and to the vitality of its purpose, and that it plan its programs in accordance with that purpose in such a way that the institution's character may be clearly articulated by its proponents and realized in its products.

Small institutions with ambitious and complex programs such as Bryn Mawr have always had to run close to the wind, asking much from those connected with the College and making the greatest and most imaginative use of individual talents, facilities and equipment. It may well be that Bryn Mawr is better prepared than some to face the problems that will be posed for educational institutions in the remaining decades of the century, but it is plain that small institutions, particularly independent ones, will be very hard pressed to continue to accomplish well all that they aspire to. In addition to finding new ways to attract the requisite funds to support its delicate balance of research and teaching in graduate and undergraduate work and an able and diverse student body, Bryn Mawr will need to work at achieving a greater degree of intra- and interinstitutional cooperation than has yet been realized.

A reduction in resources can often, of course, evoke a creative response as adversity stimulates ingenuity. The Bryn Mawr faculty, for example, aware on the one hand that old disciplinary lines were beginning to blur and that there could not be a significant expansion of the faculty to cover some of the new work crying to be done, began to come together to share their expertise in planning and preparing for new directions in the curriculum. Out of these sessions emerged the several new interdepartmental ventures which have greatly expanded the students' horizons, illuminated areas for productive cross-fertilization, stimulated the faculty and attracted support for the College. It will be important for all small, serious institutions thus to capitalize ingeniously on their strengths in the years ahead and to learn to share talent and enrich their own programs through carefully planned cooperative ventures.

As Bryn Mawr considers the future of the College in the context of today's situation, the main concern should be how, in a world of sprawling megaversities, of diversity for diversity's sake, and of education as the aggregation of credits, to justify and keep viable an institution committed to smallness, structure and organic wholeness. The peculiar strength of the Bryn Mawr education is that it combines graduate and undergraduate programs under a single faculty in a setting small enough to come close to realizing that ideal—a community of scholars. Historically the College has been a place where integrity, principle, respect for the individual, for reason, for truth and for the abilities of women are the supports for an education which is rigorous, timely, structured and sound. It is the quality of the enterprise that is important and must be sustained.

Mary Patterson McPherson  
*Dean of the Undergraduate College*

## THE GRADUATE SCHOOL OF ARTS AND SCIENCES

As we approach mid-decade, the 1970s take form as a period of national reappraisal in ways never anticipated by Bicentennial planners. With rather more premonitions of change, American education has also entered an era of unprecedented self-examination through a host of commissions, government-, foundation-, and institution-inspired. Their reports, accompanied by mountains of statistics and supporting data, deal with every practical facet of higher education. These include its diversity, its accessibility in egalitarian terms, its variable duration, its funding, its administration, its efficacy, and evaluation thereof, as well as projections concerning its future. But many of us share the chagrin expressed in a review of the Carnegie Commission's *oeuvre* by Donald McDonald, editor of *The Center* magazine, that a procedural bias has shaped and continues to shape the problems perceived and the questions asked. With few exceptions, our deliberative bodies do not engage in any radical investigation of the philosophical motivation or long-range purposes of education in an age of crisis.

Yet theoretical (in its original Greek connotation of seeing through and clearly) analysis of the substance of education, rather than its "packaging" or "delivery," is desperately needed to help temporizing bureaus of Washington and apprehensive centers of learning, where decelerating growth and "decremental" budgeting have replaced the heady expansion which marked the post-Sputnik I years until the late 1960s. And this pervasive malaise is but compounded when we are told of declining birthrates and

elementary school enrollments which will lead inexorably to a depression in colleges and universities in the 1980s.

In no sector is nervous soul-searching more intense than in the graduate and professional schools, both public and private, which led that phenomenal development of the 1960s. Annual figures for Doctor's and Master's degrees awarded almost tripled during the decade, the former climbing from 9,829 in 1960 to 29,866 ten years later, the latter from 74,455 to 208,291.\* Certain colleges previously known for the quality of undergraduate teaching reordered their priorities to attract an eminent research faculty by initiating graduate instruction, the most expensive in terms of both direct and indirect instructional costs as well as financial aid for students. Many of them have discovered that they enhanced their image at the expense of their undergraduates as inflationary pressures force them to turn over freshman and sophomore classrooms to an inexpensive—but also inexperienced—teaching staff of graduate assistants.

Broad concerns shared by all graduate schools in the face of a plague of intensifying academic recession, and the so-called “glut” of Ph.D.s in the labor market, form the context for this annual report. President Wofford's report covering 1970-73 has already illuminated “the longer road” followed by Bryn Mawr as a whole in resistance to rapid expansion and novel relevance during the euphoria of the 1960s. Within the narrower frame of one school in this university-college, one can see the College's capacity for trimming sails to winds of change without giving up a true, plotted course out of fear, expediency, or fashion, all the while preserving a sense of continuity, past and future. Also to be noted is an apparent paradox: although Bryn Mawr's graduate school covering the full range of the liberal arts and sciences is unique in point of size and in symbiotic relationship established from the outset with

\*Figures are taken from the study by Lewis B. Mayhew for the Carnegie Commission, *Graduate and Professional Education*, 1980. Doctorate recipients in fiscal year 1973 totaled 33,727, at the lowest rate of increase (2.2%) over the preceding year since 1960.

the Undergraduate College, it can yet serve as a model for vastly different institutions in finding creative solutions to contemporary problems.

### *Interinstitutional Cooperation*

Interinstitutional associations and regional cooperation hold promising solutions for some of the wider problems mentioned in this report. The Graduate School of Arts and Sciences this year contributed to the Bryn Mawr-Haverford cooperative plan an extension without fee to qualified Haverford students of the privilege enjoyed each year by a few outstandingly advanced Bryn Mawr seniors: to enroll for undergraduate credit in an appropriate graduate seminar.

Long-standing cooperation with the University of Pennsylvania continued in terms of the Reciprocal Plan of cross-registration by graduate students of either institution, and specific departmental alliance in the case of Russian. Twenty students from Bryn Mawr went to the University of Pennsylvania, four of them for Slavic languages; 12 students came to Bryn Mawr from the University. Although the grant which supported collaboration between the University, the American Philosophical Society and Bryn Mawr in the History of Science came to an end with 1972-73, mutual participation in this program is being voluntarily maintained and future plans are being explored, along with potentialities for new approaches to funding. For example, it is hoped that complementary directions in the history of the behavioral sciences and in the history of physics will be developed. The illness and death of Charles Culotta was a great loss to Bryn Mawr. Everyone concerned, however, looks with great anticipation to the full activity of Professor Jane M. Oppenheimer when she returns from leave in January 1975.

Our enduring success with the University of Pennsylvania has stimulated efforts to find further rapport with them as well as



efforts to develop appropriate ties with other institutions. At the invitation of the new Dean of Princeton's Graduate School, discussions were begun on cooperation between that university and Bryn Mawr.

### *Enrollment and Admissions*

The year began with slightly more students registered for the first semester than in the preceding year, 472 as compared to 465, including 176 on the Continuing Enrollment plan, which is designed for those who have finished all course work but continue to use the facilities of the College or to consult with faculty members while completing other requirements for their degrees.

There was no significant change in terms of overall size, the ratio of men to women, or the pattern of registration in individual departments, and the 91 degrees conferred at Commencement matched the peak year of 1971-72 (a higher proportion of Master's to Doctor's degrees—59 to 32—perhaps representing an index to financial exigencies). However, certain figures do reflect the uneasiness of students faced with higher educational costs at a time of sharply curtailed federal support and ambiguous prospects for future teaching positions. There is a slight decline in the number of new or first-time registrations—down ten from last year, which was itself considerably lower than the two previous years—and a continuing, perceptible rise in the number of part-time as opposed to full-time students.

Both trends are in keeping with statistical observations for the country as a whole. We are told that it is public rather than private institutions which account for figures showing graduate education still expanding at a reduced pace, and that a few fields—life sciences and health related ones, also architectural planning, for example—are responsible for all the growth. National figures issued this May show first-time enrollments declined 3 percent between 1971 and 1972, while the physical sciences, in direct rela-

tion to the federal government's turn away from interest in basic research and training grants, lost 2 percent of theirs.

Realization of changing patterns of American life and the developing importance of continuing or recurrent adult education have spurred many universities to undertake what Bryn Mawr has long practiced as part of its initial commitment to women: enrollment of part-time students. A report recently published by the American Council on Education stresses the fact that, between 1969 and 1972, the number of part-time students increased at a rate 2.3 times faster than full-time students. It urges briefing of "Congress, the Administration, and state governments...on the growing significance of the part-time student as the new majority in post-secondary education."

Noteworthy in the spectacular national upswing in part-time registration is that few of the most prestigious research universities yet accept these students as fully qualified candidates for degrees on a par with those who are full-time; none is likely to match Bryn Mawr's record of offering them financial aid. Science departments, by and large, tend to exclude part-time study and registrants in other disciplines are rarely treated as first-class citizens in the academic community.

Bryn Mawr can present with pride its experience and success with part-time candidacy, as well as its use of "special student" status to facilitate ultimate enrollment of those converts to graduate disciplines in which they have had little or no undergraduate training.

Both men and women benefit from these opportunities, often complementary, which document historically Bryn Mawr's devotion to the individual student and to flexible structure. Today, when the rate of increase for women recipients of the doctorate is sharply rising within the overall decrease in doctoral growth rate (up 15.1 percent in fiscal 1973 over 1972, and as much as 114 percent in fields like engineering, traditionally reserved to men), Bryn

Mawr's leadership takes on added importance. One *caveat*: we have reached a point where we must worry about the balance between values of diversity in the campus community and maintaining a solid steady base of fully committed students. The percentage of part-time students increased to 59 percent from 53 percent in 1971-72; this year the percentage stands at a whopping 62 percent, a figure that emphasizes the vital necessity of increasing financial aid, since the rise in our tuition for 1974-75 will inevitably produce further increments in part-time graduate students.

Applications for admission for 1973-74 held steady at 591, equaling the figure of 590 for 1972-73. Of these, 232, or 39 percent, were accepted, again about the same as last year, as was the proportion of those who came to Bryn Mawr, 50 percent or 116. A decline in the number of applications from overseas continued the sharp drop noted in 1972-73 (143 against 177), and the prospects are no better for 1974-75. Certainly this discouraging decline reflects world-wide inflation at rates even exceeding those in the United States, combined with astronomical tuition in this country compared to state-supported university systems abroad. To assure that Bryn Mawr continues to be a "School of the World," it is imperative to raise more scholarships for these international contributors to the intellectual breadth and vitality of life at the College.

In similar interests of diversity and mutual stimulation, The Graduate School of Arts and Sciences has continued its efforts to recruit additional minority students, but without the success reported by The Graduate School of Social Work and Social Research. We encourage all alumnae and alumni to aid us in reaching minority students, as well as foreign students, since word of mouth and personal contacts rather than mail flyers or agencies continue to be the stimulus for application to The Graduate School of Arts and Sciences. Alumnae enthusiasm for the individualized instruction at Bryn Mawr will supplement the Deans' attendance at conferences where we try to speak to as many leaders as possible of

the need for persuading gifted students to pursue scholarly rather than "vocational" degrees, and to let them know of our commitment to part-time students and to those converts who move from one undergraduate field to another in graduate school.

### *Support for Graduate Students*

A significant change was made in the governance of the School for 1973-74. The Graduate Council and the faculty voted unanimously to approve the new Dean's recommendation that the Associate Dean have complete responsibility for Admissions and for Financial Aid, and that Faculty Rules be revised to name her as chairman of the Committee on Graduate Awards. Thus Phyllis Lachs has been able to sustain her achievements in administering the Admissions Office and in supervising the entire painstaking procedure by which the fellowships and scholarships in the nomination of Bryn Mawr College are awarded. In addition, she has continued to exercise her ingenuity at juggling different kinds of support to take utmost advantage of every factor, monetary or personal, which must govern tuition grants, graduate assistantships and other positions, or federal, state and alumnae loans. This is not to mention her handling of myriad details connected with awards from outside sources. All this is an onerous task at the best of times, enormously worsened by the shrinking of the bulk of federal support for graduate students, its traineeships, and NDEA grants.

A major question was resolved, at least for the present, when the Faculty of Arts and Sciences voted last fall to continue to award fellowships and scholarships on the basis of academic merit and to consider both merit and financial need in awarding tuition grants. This policy decision runs counter to prevailing currents of change in many institutions where the crisis in funding graduate education in conjunction with "attempts to bring graduate study into closer demographic relationship with the population as a whole" have led to adoption of criteria of need rather than merit alone. Harvard University, as reported by President Bok, has led a shift

away from "bidding for talent" by turning from "high individual awards based on merit to a need-based system that varies the amount of aid," frequently at a level that encourages students to seek university loans. There are many factors in the present situation which do recommend a need-based system, not the least of them being widespread sentiment for consideration of financial need, together *with* academic merit, expressed by our students themselves. Although need is one consideration in the award of tuition grants, the vote of the faculty was clear indication that the time is not yet ripe for Bryn Mawr to transcend its allegiance to academic merit alone as the criterion for allocating fellowships and scholarships. It must none the less be noted that, in so small and familial a context as Bryn Mawr, factors of need inevitably intrude unofficially into departmental recommendations to the Committee on Graduate Awards.

During the course of the year, Dean Lachs was able to devise means of utilizing Work-Study funds—which have not been so drastically curtailed as have federal traineeships and National Defense Graduate Fellowships—to expand student support. At the same time she rationalized our assistantships in order to discriminate logically between those with research or teaching appointments and those with no instructional duties. All continue to receive free tuition, but only research and teaching assistants are now to be paid from the College budget. Graduate assistants will receive hourly wages based on service to their departments. Because the College pays only 20 percent of remuneration for such Work-Study jobs, we will be able to support 44 graduate students next year for very little more out-of-pocket expenditure than it cost to aid 35 assistants during 1973-74; 33 of these will be teaching or research assistants and 11 will belong to the new category of graduate assistant.

Yet the yearly awards crisis does not promise to be any less acute for those who must administer them. Many highly qualified applicants can be offered no or little aid. This is due in part to Bryn

Mawr's policy of sustaining graduate programs in almost every discipline of the College, and the principle of even-handed distribution of support which equates the strongest departments with those suffering from changes in disciplinary fashion or from "low profile." Scholarships and tuition grants must often be assigned to students with less promising credentials in another field in which enrollments might fall below the critical mass that makes a graduate program viable. This dilemma requires careful study.

Thanks to creative response to financial stringency, however, the pattern and level of graduate support by Bryn Mawr through fellowships, scholarships, tuition grants and assistantships were not only maintained but slightly increased. If students on Continuing Enrollment are included, we supported 29 percent of the total enrollment—67 percent of full-time students (as against 64 percent and 56 percent in the two preceding years) and 6 percent of part-time students (compared to 8 percent in 1972-73 and 9 percent in 1971-72). Analysis of these figures indicates that increasing tuition charges for full-time students, as has been done once again for 1974-75, has not substantially increased College income. Few students actually pay full-time tuition, since they either have support or do not study full-time. Tuition increase is a major factor in the steady rise in part-time candidacies and because of inflation, the number of tuition grants is eroded year by year.

Fortunately, the prestigious Whiting Fellowships in the Humanities provided to the award of the College in 1973 will again support eight outstanding students (two men and six women) during their dissertation year 1974-75. Fortunately, too, our students are both resourceful and successful in finding outside support from various sources such as the Samuel H. Kress Foundation, the American Association of University Women, the National Science Foundation, the Danforth Foundation, the Ford Foundation and others. The College must, however, continue to seek more endowment funds for fellowships and scholarships to supple-

ment those already established and the continuing annual generosity of alumnae. The new Henry Joel Cadbury Fellowship Fund supported its Fellow, Constance Collier, in a most profitable year doing research for her dissertation in French History. The importance of archival work abroad for her work points up the need of extending Bryn Mawr's concern for the international dimensions of its academic programs to include further support for Travelling Scholarships. Summer travel grant funds must also be sought for students in disciplines such as Anthropology, History of Art and others.

It is very gratifying to report the renewal for two more years of the Samuel S. Fels Fund grant supporting part-time students who are also teachers. Despite the preference of the Fund's trustees for awarding seed-money rather than long-term development funds, they decided by this second renewal to continue pioneering support of a group of graduate students that just this year received the attention of a special committee of the American Council on Education. This study, issued this July, recognizes that part-timers are "massively discriminated against" in terms of lack of financial aid from every government source and from universities themselves. Yet as indicated above, it is this sector of graduate education which is growing by leaps and bounds.

It remains to report on the rapidly growing method of financing education through loans. Rising costs have made it necessary for students to borrow ever larger sums. Although the Committee on Awards received 23 applications for National Direct Student Loans and allocated 15, distributing about the same total amount of money as last year, support went to fewer students; federally guaranteed state loans supported 19 students in 1973-74. Six students received emergency loans from the Alumnae Association.

### *The Quality of Student Life and Study*

By and large, the students are serious of purpose, above average in

academic achievement, notably self-directed, developed in an analytical turn of mind, and outstandingly articulate—also very appreciative of the personalized apprenticeship they have chosen to enter. Those who come from large universities radiate astounded delight at being registered by the Dean herself and at not meeting long lines of students bearing computer cards. All value highly their small seminars and individual command of professorial time, perhaps the part-time students most of all, since they lead such busy lives themselves as parents, nurses, dentists, teachers, businessmen, research personnel, lawyers, and even (one) college president.

Lest one sense that *homo cognoscens* prevails over *homo ludens*, above-normal use by graduate students both male and female must be reported of the graduate gym, indeed all athletic facilities, throughout the year. Two soccer teams made up of graduate students and junior faculty represented for Bryn Mawr what Frankfurt, Germany, meant this June for 800 million people! An as yet unsuccessful search for soccer goals represents an interesting change from the perennial quest for academic necessities such as books and scholarships.

Perhaps this energy and general zest for life in some quarters of the resident (sixty-plus) body of graduate students reflect a more serious confrontation that is emerging in our educational institutions, a confrontation expressive of the tension between traditional scholarly roles and a quest for graduate experience responsive to the liberal arts context. Here is the crux of the matter, given fresh urgency by the need to finish one's degree as quickly as possible to compete for shrinking opportunities in college teaching: there is a fundamental paradox in the professionalism of the graduate school of arts and sciences, an offshoot of the liberal arts college, yet shaped in America by our vocational predilection. And attitudes towards it determine the reaction of educators to the alleged overproduction of Ph.D.s.



At the one extreme there are those like Kenneth E. Eble ("How to Succeed Despite a Ph.D.," *The Chronicle of Higher Education* for July 16, 1973) who are extremely pessimistic about the future job market and argue for the technological professionalism of the Ph.D. whose holders will be "information specialists," trained in graduate schools where Research should be lower-case and the phrase "genuine contribution to knowledge" dropped from catalogue references to a dissertation. At the other extreme, Chancellor Howard Bowen of Claremont University Center in California consistently develops the vision of a society of educated "flexible, versatile people" in which every kind of a horizon, unconstrained by narrow, purely academic over-specialization, opens up after the doctoral degree is earned.

Because of its particular nature and appeal, Bryn Mawr will undoubtedly continue to produce mainly university teachers and researchers, as confirmed by the occupations reported by those receiving the Ph.D. immediately following Commencement in 1973 and again this May. In 1973, 21 were teaching and 5 were in research out of 35; in 1974, 17 and 4, respectively, out of 32, with most of the remainder both years professionally engaged in excavation, counseling, editorial work or holding post-doctoral fellowships.

But an increasing number of students wishes to maintain the liberal arts ideal in their graduate studies, to avoid compartmentalization and too rigid a sense of purpose. One of our most thoughtful students, in a letter to *The News*, made a number of important points in this regard and included the following: "...to be honest I will be unfair: this is no institution of learning. This is a trade school. People are here to learn the trade of scholarship." We must also remember that being a graduate student is a lonely business in one sense: one loses the corporate identity of an undergraduate class in what is essentially independent work on the part of students of very different ages and goals. And we must make certain that Bryn Mawr is truly a community of intellectual fertiliza-

tion and diversity. To explore the means for opening up informal communication at every level should have a high priority in future planning.

Other aspects of the graduate student experience stand high on the agenda. One concerns evaluation of the quality of each student's work, especially in the initial years. Students are beginning to press for access to their personal records in the Graduate Office. Such access might compromise the usefulness of our report system, but in the personalized atmosphere of Bryn Mawr, it is important to insure that assessments of the student's capabilities sent in confidential reports to the Dean are also communicated in substance to the individual concerned. We must be certain that papers and seminar reports receive full comments from professors, and that students are given unequivocal warning of any deficiencies in their work before these reach a critical stage.

Finally, mention should be made of a problem raised frequently in the past and a proposed solution, still to be brought before the faculty. The alumnae evaluations of the Graduate School, solicited in 1970-71, brought one recurrent criticism: the lack of teaching experience while at Bryn Mawr. Save for language drill sections and science laboratory supervision, Bryn Mawr's graduate students have little regular opportunity to teach undergraduates. Yet, to quote President Bok of Harvard, "...every graduate student who contemplates an academic career should be encouraged to teach." More and more frequently applicants for teaching positions are finding some experience is demanded. Even more powerful arguments can be made for experience at an early rather than a mature stage in academic life of the creative insights that come to teachers when they are masters of their own courses rather than dealing with syllabus-determined offerings.

Enthusiasm for planning a Summer Institute originated, taught, and administered by graduate students, particularly those at the stage of Preliminary Examinations, has brought the energetic

cooperation of a committee of student and faculty volunteers. There are numerous problems to be anticipated and resolved, but we hope soon to have a convincing document ready for Council and faculty discussion. It seems clear that there is an audience in the community, that it is important to develop use of Bryn Mawr's facilities during the summer, and that the calibre of graduate education here requires that we satisfy this one grave lack. There will be some feeling against any distraction of a graduate student from her or his immediate goal of a degree, but so many of them are now forced into hack summer jobs that the prospect of earning while learning and developing teaching skills is surely germane to the student's central purpose. On a limited scale, the success of our summer classes in languages taught by graduate students for their peers facing reading examinations has demonstrated the viability of the concept. The same reputation of the College that will attract a clientele will also demand supervision of both student-teachers and administrative interns and there are various alternatives proposed for this. But further development of details must await the faculty's approval and procurement of the necessary funds.

### *Future Job Prospects*

Despite the difficult national situation, there are good grounds for optimism that the Bryn Mawr Ph.D. will not experience serious difficulty in finding challenge and reward in his or her life's work. If it is to be teaching, we must remember that if supply will exceed demand at the college and university level, nevertheless the degree from Bryn Mawr College is a very competitive one, everywhere highly regarded. It is also necessary to recognize that many of the degrees inflating the figures for earned doctorates in this country are vocational or narrowly professional in nature. Even allowing for a pragmatic bias, it is clear that the enormous problems the world is facing are going to open entirely new careers for highly trained people, some of which may not yet exist. For the scholar-teacher the dearth of college positions in the 1980s still leaves openings in the emergence of novel forms of recurring education

that are expected to follow the new leisure; and government, foundations, research organizations continue their insatiable quest for people with the ability to analyze and to synthesize. We know that the cognitive life of our nation is as important as its technological "know-how" or its professional services.

### *Curriculum*

Critical times call for sustained deliberation on many curricular issues, not the least of which is the capability of a small liberal arts college with limited endowment to maintain its traditional and singular mission to weld undergraduate and graduate education into a coherent learning endeavor directed by a faculty of research scholars. The roster of ranking American universities forced to evaluate costly graduate programs and to sacrifice those of least repute or lagging productivity in order to concentrate all resources upon selected towers of excellence represents the tragic side of the over-development of the 1960s and the sudden austerity of the 1970s.

Bryn Mawr long ago—under Eunice Schenk in 1925, when graduate students had come to make up one-fifth of the College—examined its graduate activities, recognized the extraordinary demands they imposed upon faculty time and the scholarship and library budgets, and reaffirmed their validity. Their role in helping to shape the character of the College was ratified by creating the Graduate School in 1929 as a formal entity whose very essence lay in departmental strength in every discipline. The rationale of the Graduate School was in philosophical and scholarly terms, not expediency or "marketability." Today many cutbacks elsewhere belong to the latter world of American materialism and a view of education as a credential for upward mobility, a commercial product like any other and subject to laws of supply and demand.

Bryn Mawr could never entertain criteria of this nature, but no institution should continue in its traditional ways without periodic self-study and realignment according to altered external situa-

tions. On an administrative level, we have reviewed a major issue of policy analyzed during 1968-72 by the College's Committee on Long-Term Needs and the Graduate Council's Sub-committee on the Graduate School. Even in the past, certain members of the faculty and of the student body had questioned the justification for upholding a graduate program in every discipline at Bryn Mawr. The Committee on Long-Term Needs argued that the temptation under straitened budgets to lop off the least strong parts of the Graduate School should be resisted because it endangered the very core of Bryn Mawr's belief in undergraduate education informed by the immediate presence of scholars both eminent and *ab ovo*—the in-depth major which is the cornerstone of the undergraduate curriculum. What is more, the Committee concluded, any move to eliminate a field of study entirely "tears at the curricular web of seemingly autonomous yet closely linked parts [of the graduate program as a whole] as these draw close or pull free in ever changing patterns." This is surely a dictum for a community of scholars in which any single professing voice enriches the entire chorus!

As Allan Cartter (despite being an early prophet of academic retrenchment) emphasized in his *Assessment of Quality in Graduate Education*, it is the exception to find departments of eminence without the support of strong allied fields. At Bryn Mawr, every important field needs to be represented in the Graduate School—and ways must be found to bring Italian back into the fold as well as to gain the contribution of the History of Religion on a graduate level. Undergraduate conjoined with graduate teaching as we know it keeps great scholars attuned to life and the young attuned to the life of the mind. Let us economize elsewhere.

It is possible to look upon certain types of interdisciplinary endeavor in the light of economy. But it is more meaningful for us to view ours (actual and potential) as Bryn Mawr's moral commitment to that fundamental unity of knowledge and human culture which must inform every specialism in this day when technology

and "expertise" threaten to overwhelm us. "Moral" may seem too strong a word, but it expresses the imperative need for teacher-scholars who can specify the nature of their own "disciple-ships" to provide leadership in this realm where much of what passes for interdisciplinary achievement is watered down and fashionably contrived.

Autonomy of departments is exceptionally strong at Bryn Mawr. While this presupposes equally strong disciplinary allegiance, there is little "territorialism." Ecumenical principles and a curiously Quaker sense of witness encourage versatility in its finest connotations: a professor of German and linguistics also teaching in the Department of Anthropology; members of the Philosophy Department active in the Russian Department or directing programs in the History of Science and Mediaeval Studies; a professor of Chemistry as chairman of a Ph.D. supervising committee in German Literature; our Director of Libraries teaching in two departments, History and History of Religion; and the extraordinary translation announced last September of the class of 1897 Professor of Biology, Jane M. Oppenheimer, into the Department of History where she will hold the Class of 1897 Chair as Professor of the History of Science.

Blessed with such faculty, it is important for Bryn Mawr to develop further interdependencies among our graduate programs in ways that have already produced Biochemistry, History of Science, and Mediaeval Studies. Although there were no major transformations of the curriculum during 1973-74, much deliberation and hard work went into plans which have not yet matured sufficiently to be fully reported now. The Departments of Biology and Psychology are cooperating in the long-range development of a joint program in Biopsychology which could prepare graduate students for work on one of the most exciting and rapidly evolving frontiers of concerted scientific discovery: the brain in all its ramifications in the neuro-sciences, including ethology. A proposal was developed during the year to extend existing relationships among

the Departments of Classical and Near Eastern Archaeology, Greek, History of Art and Latin, in a new focus on The Classical Tradition. If funding can be obtained, this promises significant development of fields ancillary to each department and of the most profound relevance to all the humanities, in a way which will not permanently inflate either faculty or curriculum. This involves establishment of an endowed post-doctoral fellowship for a teacher-researcher in a field within the interdisciplinary Classical Tradition represented in the department named, yet outside the normal scope of the tightly-knit core of our graduate program. He or she would come for a year or two at what should be the most productive and creative stage of scholarship to augment faculty resources and at the same time guide the library in purchasing specialized material in areas that have previously fallen between departmental responsibilities.

In connection with sound interdisciplinary scholarship, the success of the first Graduate Symposium held last November should be noted; under the "orchestration" of Dorothy Burr Thompson (A.B. '23, M.A. '26, Ph.D. '31), it brought together Jeanny Vorys Canby (A.B. '50, Ph.D. '59), Nancy Rash Fabbri (M.A. '65, Ph.D. '71), Marianne Winter Martin (M.A. '52, Ph.D. '62) in an archaeological and art historical range of fields from ancient Mesopotamia to Salvador Dali on the theme of cosmological design and one of its elements, water. The value of these papers and the interest they compelled have prompted a successor to what should become an annual event celebrating intellectual *communitas*. In October the theme of conflict and change in Spain and Latin America will bring together four more distinguished Bryn Mawr Ph.D.s, professors of Spanish and Portuguese, French, History, and Political Science, including the former Dean of the College, Dorothy Nepper Marshall.

In conclusion, the state of the enterprise of The Graduate School of Arts and Sciences at Bryn Mawr is healthy. In a small college-university that has never been profligate with its funds nor less

than circumspect in its development, the inflated growth that took place elsewhere during the euphoric 1960s did not occur. Clearly, further drastic blows may be struck at education in the immediate future, but imagination and flexibility are assets that will support Bryn Mawr in facing them. I only wish to add that this report for the academic year 1973-74 subsumes accomplishments produced by the wisdom and energy of those who guided The Graduate School of Arts and Sciences in the past. Their foresight is one I must hope to emulate even as I inherit its benefits.

Phyllis Pray Bober  
*Dean of The Graduate School  
of Arts and Sciences*



## THE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

A dual crisis of expanding demands for more effective social programs and of declining federal funds faces the whole field of social welfare. As problems of poverty, race and urban development deepen in our society, popular expectations of more adequate public policies and better systems of social service have increased. Yet there is no sign of a corresponding commitment to an increase in public funds. Indeed, funding for social work education has drastically decreased. Moreover, a major shift in manpower patterns toward acceptance of undergraduate training as sufficient for professional social work suggests a possible lowering instead of the necessary raising of professional standards and skills.

Despite these challenges—or perhaps because of them—The Graduate School of Social Work and Social Research is growing in strength and quality, is developing its curriculum to deal with the ever more complex issues of our social economy, and is lifting its sights in search of new perspectives.

### *Master's Degree Program*

The increase in the acceptance of the baccalaureate in social work as the first professional degree, especially in the public social services, does not mean that preparation for the Master's degree has diminished. Rather, enrollments have increased across the nation and at Bryn Mawr. It does suggest that the stage is set for possible shifts in staffing patterns in many fields of practice. At the same

time, however, Master's degree graduates find themselves in practice situations so demanding that they at times feel that the expectations are more than they have been prepared for.

The faculty of The Graduate School of Social Work and Social Research at Bryn Mawr has responded positively by developing a range of practice specializations in the second-year Master of Social Service program (Clinical Social Work, Social Service Management, Community Planning and Development and Social Planning), by expanding choices in elective seminars and by developing practicums in new settings and fields. Instead of shortening the two-year curriculum for the degree, the decision is to continue to waive requirements for students who demonstrate the necessary competence and enable such students to substitute more advanced seminars. For students who demonstrate a high degree of ability there is opportunity to move into the Ph.D. program more rapidly.

The attempt to maintain what has proven to be good and useful in the MSS curriculum, and to create what must be new and different is a demanding assignment. This is especially challenging because of unevenness in the state of knowledge and theory in different areas of practice, changes in career opportunities and the vagaries of fiscal support.

The curricular changes in the recent past provided for a wider range of electives to help students keep abreast of new concerns in the rapidly changing fields. Among the available electives are: "Race, Poverty and Human Development," "Ombudsman and Other Client Advocacy Systems," "Law as an Instrument of Social Change," "Family Therapy," "Institutional Racism," "Alcohol and Drug Abuse," "Population Dynamics and Planned Parenthood," and "Social Work with Ethnic Minorities." In addition, a new selection of research modules (seven-week courses—two comprising one semester course) has been developed. Titles of modules include: "Introduction to Evaluative Research," "Measurement of Social Data," "Content Analysis," "Techniques of Par-

ticipant Observation," "Institutional Analysis," and "Evaluating Clinical Processes."

So far, most of the 62 MSS graduates of May 1974 have either accepted or are considering offers of useful positions; if graduates are willing to be geographically mobile, they can find jobs.

The student body continues to be a major source of strength. In 1973-74 the School was in a position to select students from a large number of applicants. Further, as a result of effective work in admissions and the diligence of the Student-Faculty-Alumni Committee to Recruit Minority Group Students, 25 percent of the student body in the School was from minority groups.

Volunteer teams of students, faculty and alumni have made recruitment visits to colleges and universities and large public welfare agencies, which promised a substantial pool of minority group students or untrained social workers who might be potential applicants. In addition, files of personal contacts in the predominantly minority undergraduate colleges have been developed and letters and catalogs have been sent to places which could not be visited. The recruitment effort was coordinated by Carolyn Higgins Lee, MSS '61, and partially supported by a grant from the Philadelphia Foundation.

### *Enrollment and Distribution of Students*

As of Fall 1973, there were 139 full-time Master's students and six part-time students. Of the full-time first-year students, 42 were in casework and 31 in community organization; of the second-year students, 19 were enrolled in the Clinical Social Work track, 15 in Social Service Management, 10 in Community Planning and Development, and 22 in Social Planning.

With geographical mobility what it is, one cannot be precise in saying where our students are "from." Based on location of high school attendance and parents' addresses, however, the origins of the current Master's students are as follows:

*Master's Students, 1973-74*

	<i>Number</i>	<i>Percent of Total</i>
Philadelphia	30	22
Suburban Philadelphia	14	10
Elsewhere in Pennsylvania, Southern New Jersey, Delaware	26	19
Northeast, New York, and Northern New Jersey	28	20
Midwest	32	22.6
Far West	2	1.4
Foreign	<u>7</u>	<u>5</u>
	139	100.0

With almost one-third of the students from the Philadelphia area and another 20 percent from elsewhere in the Delaware Valley, the School is making an obvious contribution to its nearby communities. It is also true, however, that Bryn Mawr is a national—indeed an international—institution seeking to serve the larger community and to study problems not limited to one state or even nation. Moreover, the diversity of the student body contributes greatly to the educational resources to be shared. Therefore, we would like to increase the number of students from other parts of the country and the world.

There is already considerable diversity of the student body. The Master's students come from 79 different institutions. Colleges and universities represented by more than five students each were Temple, Pennsylvania, Cheyney, Delaware State, LaSalle and Bryn Mawr.

Although the students were prepared in 34 different fields, the most frequent majors were Sociology (49), Psychology (13), English (11), Education (8), and Social Welfare (8). Many of the

Sociology majors had had undergraduate course-related field experiences in social agencies. About half of the students had had paid employment in social welfare positions.

The 36 male students ranged in age from 22 to 45; 20 of them were married. The 103 women ranged in age from 20 to 54; 52 of them were married. Eleven of the 36 men were over 30 years of age, and 30 of the 103 women were over 30 years.

### *Field Training Units*

Along with the curtailment of federal funding has come a cutback in the number of outside training units through which the School has provided practicum experience for students under the direct supervision of members of the faculty. A notable exception is the training unit at Hahnemann Medical School and Hospital. Eight students (four first-year and four second-year) are funded for the practicum at Hahnemann by the Division of Health Services Training of the Bureau of Community Health Services in the Health Services and Mental Health Administration of the Department of Health, Education, and Welfare. Their field instruction is provided by Bryn Mawr Assistant Professor Alice Whiting. Assignments of the students include service to a group of unmarried mothers who are for the most part of teen age, from deprived black and Puerto Rican backgrounds. This unit has provided rich preparation for students who have then gone out to professional responsibilities in maternal and child-health programs. A special goal of this unit is to reduce the incidence of mentally retarded newborns through early prenatal care, nutritional guidance, counseling and social case-work.

### *Field Placements*

An integral part of the Master's degree curriculum is the practicum through which a field placement is arranged for each student in appropriate organizations and agencies. During the academic year students work in their assigned field settings two to three days

each week. The practicum provides students the opportunity to apply theory in a real practice situation, and to raise issues and concerns which can be dealt with in a practice seminar which is part of the curriculum. This year students were placed in 75 settings. A listing follows.

Albert Einstein Medical Center, Community Mental Health and Mental Retardation Center  
Albert Einstein Medical Center, Daroff Division  
American Civil Liberties Union  
American Council of Voluntary Agencies for Foreign Service, Inc.  
American Foundation, Institute of Corrections  
Association for Jewish Children  
Centennial School District, Warminster  
Central Montgomery Mental Health/Mental Retardation Centers  
Care Service of Delaware County, Media  
Child Care Service of Delaware County, Eastern Community Office, Upper Darby  
Child Study Institute of Bryn Mawr College  
Children's Aid Society of Pennsylvania  
Community Legal Services, Inc.  
Community Life Services, Inc., of Delaware County  
Delaware County Juvenile Court, Probation Department  
Devereux School, Berwyn  
Eagleville Hospital and Rehabilitation Center, Community Services Division  
Eastern Pennsylvania Psychiatric Institute, Adult Unit  
Family Service of Northern Delaware  
Family Service of Philadelphia  
    Family Life Education  
    North District Office  
    Northeast District Office  
Greater Philadelphia Movement School Study Committee and  
    Research for Better Schools, Inc.  
Hahnemann Medical College and Hospital  
    Community Mental Health Center  
    Adolescent Day Treatment Center  
    Adult Out-Patients Services  
    Peberdy Clinic  
    West Columbia Center  
    Department of Mental Health Sciences, Mental Health  
    Technology Program  
    Department of Social Work, Maternal and Child Health  
Health and Welfare Council, Inc.  
    Delaware County District  
    Montgomery County District  
    Philadelphia District  
Jewish Family Service of Philadelphia  
Life Guidance Services  
The Lighthouse  
Lower Merion School District

Mental Health Association of Southeastern Pennsylvania  
 Montgomery County Board of Assistance  
 Montgomery County Planning Commission  
 Northeast Community Mental Health Center  
 Olde Kensington Redevelopment Corporation  
 Commonwealth of Pennsylvania  
   Board of Probation and Parole  
   Department of Education  
   Department of Public Welfare, Harrisburg  
   Department of Public Welfare, Southeastern Regional Office  
   Governor's Health Services, Director's Office  
   Governor's Justice Commission  
   Haverford State Hospital  
   Office of State Representative Hardy Williams, Esq.  
   Philadelphia State Hospital  
   Youth Development Center, Cornwells Heights  
 Pennsylvania Hospital Community Mental Health and Mental Retardation Center  
 Pennsylvania Prison Society  
 City of Philadelphia  
   Court of Common Pleas  
   Philadelphia General Hospital  
   School District, Pennsylvania State University Study Council  
 Philadelphia Child Guidance Clinic  
 Philadelphia Forum of Mental Health/Mental Retardation Centers  
 Philadelphia Geriatric Center  
 Philadelphia Health Management Corporation  
 Philadelphia Psychiatric Center, Community Mental Health and Mental Retardation Center  
 Regional Comprehensive Health Planning Agency, Inc.  
 Saint Christopher's Hospital for Children, Psychiatric Clinic  
 Sleighton Farm School for Girls, Delaware County  
 Thomas Jefferson University Medical Center, Community Mental Health/Mental  
   Retardation Center  
 United Communities of South Philadelphia, Southwark House  
 United Fund of the Philadelphia Area  
 United States Department of Health, Education, and Welfare  
   Office of Regional Director, Region III, Federal Women's Program  
   Social and Rehabilitation Services, Region III, Office of Regional Commissioner  
   Community Service Administration  
 United States Office of Economic Opportunity, Region III  
 United States Veterans Administration Hospital  
 West Philadelphia Community Mental Health Consortium  
 City of Wilmington, Delaware, Housing Authority  
 Wynnefield Residents Association

The contribution from the cooperating agencies and organizations which provide practicum assignments is tremendous; our program could not continue without this significant component. It is our belief that there are reciprocal contributions to these settings

from students and from the faculty of the School. Here is an outstanding example of mutuality in action.

*Financial Support for Master's Students*

Financial support for students was threatened severely during the year because of Federal Government cutbacks in training funds, and although matters were managed, it must be said that prospects for sufficient financial aid especially for the immediate future are dismal indeed. During 1973-74 financial aid including loans was received by 97 Master's students, which represents 70 percent of the full-time Master's students. Aid in the form of scholarships and traineeships paid through the College was provided to 64 students (46 percent), as follows:

	<i>Number</i>	<i>Amount</i>
Social Work Alumni Donations and Region III Scholarship Awards (A)		\$ 8,540
Community and Agency Donations (B)		29,110
(Total of A and B)	15	
Endowment Funds	4	17,600
General College Funds	4	16,050
Federal Traineeships	<u>41</u>	<u>171,000</u>
	64	\$242,300

The amount of aid provided by the above sources usually was insufficient to meet students' needs and was supplemented by loans, veterans' benefits, agency stipends paid directly to students, and other miscellaneous outside sources. Aid mostly in the form of loans to the 33 students not funded through the College, as well as supplementary aid to the 64 who were, consisted of the following:



	<i>Number</i>	<i>Amount</i>
State-guaranteed Loans	22	\$ 44,900
National Direct Student Loans	32	55,444
Professional Education Programs— Pennsylvania and other states and agency stipends directly to students	<u>30</u>	<u>137,870</u>
	84	\$238,214

### *Doctoral Program*

While the MSS program prepares for practice in a wide range of social welfare roles, preparation for research and teaching are the central goals of the Ph.D. program. During 1973-74, the total Ph.D. enrollment numbered 34, of which 13 were full-time students and 21 were part time. The part-time category encompasses those who have begun the course of study with one or two seminars and others who have completed course work and are working on dissertations.

The Doctoral Committee, which is comprised of faculty teaching in the doctoral program and all students enrolled in the Ph.D. program, meets regularly to consider the present offerings and identify gaps. The need for strengthening curriculum in Social Policy and for evaluating programs and services has become clear. One new seminar, "Evaluating the Social Service Agency," was developed as a result of a student-faculty task force.

Contrary to the disastrous predictions, the demand for Ph.D.s in Social Work and Social Research seems strong. In the spring semester there were many calls and letters each week seeking Ph.D.s or "almost Ph.D.s" for faculty positions in graduate and undergraduate social work programs. A number of students who have completed their work except for dissertation have joined faculties of other institutions; four are serving as instructors at Bryn

Mawr. Here too it appears that if students are geographically mobile, there are promising opportunities for Ph.D. graduates.

Of the 13 full-time students, five received traineeships funded by the National Institute of Mental Health providing \$34,000 in student aid. It is obvious that the plans of NIMH to "phase out" this program in the coming year represent a severe threat to the doctoral program. An additional two students received funding totaling \$9,000 provided by the Social and Rehabilitation Service of the Department of Health, Education, and Welfare. The SRS training grant program has already been discontinued and will not provide any support for students in 1974-75. College funds provided substantial financial aid for only one doctoral student, and a tuition scholarship for another. National Direct Student Loans (\$5,550) and state-guaranteed Higher Education Assistance loans (\$7,175) were of supplemental help to a total of five students. The College Work-Study Program, available to graduate students at Bryn Mawr for the first time this past year, enabled two doctoral students to work as graduate assistants aiding professors in research. It has not been possible for the School to support part-time enrollees.

A continuing problem for doctoral candidates is the time required for completing the dissertation which must usually be carried out concurrently with employment. It was fortunate this past year that two candidates received dissertation grants of \$10,000 each from the Manpower Administration, U. S. Department of Labor. This support enabled the students to complete their research more fully and more rapidly than would otherwise have been possible. One of these studies earned Bryn Mawr's Susan B. Anthony Prize: *A Study on the Development of a Non-Standard Work Day or Week for Women* by Ruth Prywes.

#### *Student Association*

The Student Association, which is composed of the MSS students, led by Sharon Franz as President first semester and Michael

Alexander, elected second semester (and continuing in the office until February 1975), contributes substantially to the program. The Executive Committee of the Student Association has met regularly with the Policy Committee of the faculty. In addition to speakers, discussions and social activities (good parties!), the Student Association has been effective in planning orientation for new students, interpreting the policy of mutual evaluation (faculty-student and student-faculty) and stimulating the student-faculty task force working on incorporation of minority group content in the curriculum.

### *Alumni Association*

The Alumni Association, part of the Alumnae Association of Bryn Mawr College, conducted an all-day workshop with faculty, alumni and outside resources. In addition, it sponsored a series of meetings at which members of the faculty presented current issues in their areas of the curriculum and led discussion among the alumni. These activities are a partial response to the strong interest on the part of alumni in a Continuing Education program. A committee of the faculty is considering the possibilities.

Once again the alumni participated in the annual phonathon to raise scholarship funds for the School.

### *Advisory Board*

Under the chairmanship of Judge Arlin M. Adams, the Advisory Board continued to demonstrate its support for the School in its three meetings during the year. Note was taken that the 60th Anniversary of the School will occur in 1975. The Advisory Board has recommended a suitable celebration of this occasion and has offered to play an appropriate role in planning such an event.

### *Gifts*

The School has been the happy recipient of a number of gifts. Significant among these are the following:

1. An extremely welcome bequest from the Agnes M. H. Byrnes Estate in the amount of \$111,092.78. Agnes Byrnes was a Carola Woerishoffer Fellow in 1917-1918 and received her Ph.D. in 1920, one of the first two awarded in Social Economy and Social Research, the original name of the School.

2. The sum of \$33,344, one-third of an anonymous \$100,000 gift to the College. Especially gratifying has been the allocation of \$23,344 of this gift to support for minority-group student scholarships and \$10,000 as the beginning of a Fund for a Chair in Social Work and Social Research.

### *Institute for Juvenile Probation Officers*

Among outside activities which have extended the service of the School into the broader community, a four-day Institute for Juvenile Probation Officers was conducted at the School sponsored by the Juvenile Court Judges' Commission. In addition, members of the faculty have been "circuit riders" to two County Juvenile Probation Departments—Northampton County and Chester County. Day-long sessions, including lectures, discussions and workshops, were conducted for Juvenile Probation Staffs at their home bases. Feedback from these institutes has been most positive, and additional sessions will be planned for next year.

### *College-Wide Reciprocity*

The School provided an undergraduate course taught by Mrs. Norton, "Social Welfare and the Individual and His Environment," in the Department of Sociology. Students from Haverford and Swarthmore, as well as Bryn Mawr, enrolled in this course. Mr. Speizman taught the undergraduate course, "The American City in the Twentieth Century," in The Growth and Structure of Cities program. At the School, a number of graduate students from Education and Child Development, Biology, Geology, Political Science and Sociology enrolled in "Social Statistics," offered by Mrs. Kronick. In turn, doctoral students from Social Work and

Social Research have enrolled in seminars in The Graduate School of Arts and Sciences, especially Mr. Schneider's "Sociological Theory."

#### *Committee on Law and Social Service*

In the summer of 1973 Judge Edmund B. Spaeth, Chairman of the Board of Trustees, Judge Arlin M. Adams, Chairman of the Advisory Board of the School, the Dean of The Graduate School of Social Work and Social Research, and the President of the College identified Public Law and Social Justice and their relationship to Social Work and Social Research as an area of possible curricular concern to students and faculty of the College in general and The Graduate School of Social Work and Social Research in particular. A study group was formed; after a number of meetings the time had come for the ideas under consideration to be presented to an appropriate faculty. The faculty of Social Work and Social Research took action to create a committee. The recommendation of this Committee was to ask the President of the College to seek funds to secure the services of an academically oriented lawyer to co-chair a task force to develop a proposal for a program which might be located in The Graduate School of Social Work and Social Research. This is being pursued.

#### *Peregrinations and New Horizons*

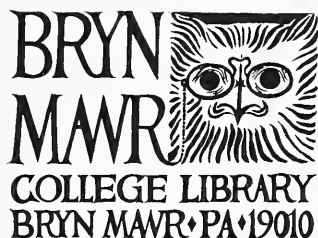
Many thoughts for this report were collected during a summer visit to the United Kingdom and France. Among my great pleasures were visiting with Elisabeth Littlejohn at her thatched cottage in the Cotswolds and in London (she was the Katharine E. McBride Lecturer in Social Work and Social Research, Spring Semester 1973); attending the Annual Conference of Social Administration Association at the University of Edinburgh (also attended by Dulcie Groves, MSS '63, and Adrian Sinfield, who was Visiting Lecturer in the School in 1969-70); touring the infamous slums of the Gorbals in Glasgow with Colin Williams, MSS '70, who was excited about the positive results of his community work in the area,

and talking with him and Tecwyn Jones, who attended Bryn Mawr in 1965-66; meeting with staffs of the Centre for the Study of Social Policy, The Institute for Social Work Training, and The National Council on Social Service, in London; and meeting with Marie-Genevieve Assathiany and her husband (she was at Bryn Mawr in 1958-59), both of whom are closely involved with social work, social policy, and social work education in Paris.

These meetings and discussions underscored the degree to which the School is concerned with social welfare on the international scene, and how we are especially suited for and interested in expanded activity in this area. Mr. Broberg spent Semester II in Japan in 1972-73 at the Tokyo Metropolitan Institute of Gerontology; Mr. Speizman was at the University of Sheffield on his last leave; Mr. Vosburgh was in New Zealand in 1970; Mrs. Kronick was in Norway in 1968-69 and has left for New Zealand to spend the year 1974-75; Mrs. Whiting studied maternal and children's programs in Israel and India in Semester I of 1972-73; Mr. Lichtenberg spent his last leave in Italy; and Miss Zybon spent her last leave studying the European Economic Community. Most of them continue to study programs in these countries, and other members of the faculty are interested in national and cross-national studies.

It seems most appropriate for the School to embark on an expanded program in international social welfare. There would need to be initial investment in literature and library holdings where our collections are skimpy. It would also be important to raise scholarship funds for foreign students to come to the School in larger numbers and funds to bring faculty here and to support faculty and student research in other countries. Doctoral students have already expressed interest in exchanges with schools in other lands. Given the complexity of the world's problems and the fact of human interdependence, no venture could be more timely.

Bernard Ross  
*Dean of The Graduate School  
of Social Work and Social Research*



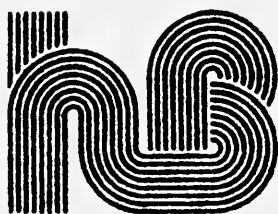
## THE LIBRARIES

"Bookes alone maketh no grete Bookerie." Amplifying the truth of this ancient dictum, the Bryn Mawr College Library added to its "Bookerie" this past year a handsome fine-lined computer terminal for cataloging its accessions. Yet together with this—and in spite of wild notions of futuristic bookeries with no bookes—the Library also accessioned its 400,000th volume. Both events, though not momentous in themselves, attest to the vitality of the Library and, even more importantly, to the endeavor and flexibility of a skilled and committed staff, to the encouragement and cooperation of a wise and sensitive faculty and student body, and to the confidence and support of a responsive and unsparing administration and directorate.

### *Ten-Year Plan*

The year 1973-74 was the fourth year of the Library's "Ten-Year Plan" for growth and development. Through budgetary allocations and gifts this year's goal has again been reached. Seeking over ten years to raise Library support from 4.7 percent of the overall College budget to 8.8 percent of that budget, the Plan was

designed to compensate in part for the years of restraint imposed by the severe overcrowding of books and people in the M. Carey Thomas Library. At the time the proposal was being drafted, it was impossible to foresee the problems of inflation and devaluation which have since severely diminished the Library's purchasing power. The Plan was considered far-reaching at the time of its approval, but its actual effect has been to enable more modest overall growth than initially anticipated. In addition, however, it is gratefully noted that extra-budgetary gifts have made possible exciting expansion in certain specific areas: foremost among these are the resources for the new interdepartmental program in The Growth and Structure of Cities. Another important aspect of the Ten-Year Plan is the reversal of those budgetary percentages marked for book acquisition and personnel. With the development of new procedures, in conjunction with computer facilities, increasingly larger portions of the budget are being expended for collection development.



### *Interlibrary Cooperation*

The year past also marked the successful conclusion of the pilot phase of an experimental program of two-college library cooperation with Haverford. The results far exceeded expectations. Funded by a grant from the Richard King Mellon Foundation, the program expanded cooperation affecting both services and collection building. Considerable strides were made in joining the reference services of the two institutions, in preparing their combined periodical holdings for computer processing, and in joint selection



and purchasing of university press publications. Where once Bryn Mawr and Haverford bought about 60 percent of university press publications, duplicating about 80 percent of their purchases, the two colleges now buy about 90 percent of the publications and duplicate only a necessary 27 percent.

The developing integration of the Bryn Mawr and Haverford Libraries provides a promising solution to the problems and limitations faced by the libraries of small academic institutions. Cooperative planning, purchasing, processing and servicing enable them to make the most of their combined strengths and to minimize their weaknesses. Together they serve the needs of their respective academic communities more adequately than before. Equally important, cooperation assists the two libraries to meet rising costs without cutting into collection coverage or services.

During the next three years the libraries plan to apply more broadly the lessons learned in the programs already begun and to initiate a new program designed to study the joint uses of library space. A new grant, given to the colleges on a matching basis, will make possible this expanded development.

Documents presented another area for fruitful cooperation with Haverford. After last year's agreement to receive and house Haverford's Pennsylvania State documents, supplied on a depository basis, Bryn Mawr now enjoys a joint depository status for U.S. documents. Permission was received from the Superintendent of Documents to allow the documents received to be housed in either library. Bryn Mawr has taken advantage of the opportunity to place standing orders for any documents that Haverford does not already receive. This considerably lowers expenses, while providing a superior collection. Through another arrangement, Bryn Mawr has taken over all the back files of various departments of special interest to us (HEW, Justice, Women's Bureau), while Haverford, now with more shelving space available, has agreed to retain those documents it receives, rather than to discard them

after several years. Between Bryn Mawr and Haverford, the student has access to a wide range of publications, and further college cooperation with Swarthmore expands the possibilities. In many areas we elected not to duplicate series received by Swarthmore. Backed by an increasing number of bibliographic tools, the document collection is now efficiently maintained with a minimum of complication. As to United Nations documents, cooperative agreements have permitted Swarthmore to drop the costly Treaty series, replacing it with the mimeographed documents of the Economic and Social Council, which none of the three colleges received until now. Bryn Mawr is subscribing to similar documents of the Assembly. Hopefully, a fall seminar for students, faculty and staff will further stimulate interest in this collection.



### *Remarkable Growth*

In a time of fundamental changes, each of the three major departments (Acquisitions, Cataloging, and Public Services) has contributed importantly to the year's remarkable growth.

The Acquisitions Department has again been marked by stability, with no changes in personnel, so that the work flowed smoothly and uninterruptedly from month to month. The combined experience of its members permitted efforts to be placed where they were most needed at any moment, whether it was pre-ordering search, the processing of books newly arrived from a dealer, or the carrying out of the numerous other library procedures necessary in a small but highly complicated library operation. It is a tremendous advantage to have a staff which can turn its hand to any task or to any difficulty, and to know that accumulated knowledge and experience can carry the work forward without

delay. Commitment and intelligence are unvarying constants, resulting in work which is accurate and complete so that other departments of the Library can depend upon initial procedures.

The Department continued its modernizing of older techniques. With great labor and equal success the "continuation file" was revamped, reconstructed, and transferred to a more-readily controlled visible file system. "Continuations," those publications appearing at varied intervals in continuing sequence, present not only problems of bibliographical control but also of budgetary commitment. Costs for these materials, like journals, continued to rise at a frighteningly rapid rate. Inflation and devaluation were not the only villains; there has also been a constant increase in the number of continuation requests for departmental collections as well as reference and bibliographical resources.

During the 1973-74 year, continuing inflationary pressures forced the Library to exercise considerable restraint in the initiation of new periodical subscriptions. Only 43 new titles were added, compared with 95 the preceding year. Moreover, five titles were cancelled and another nine journals ceased publication. Thus there was a net increase of 29 titles for the year, bringing the total number of currently received periodicals to 2,023. The year's most important development in the Serials Division was the compilation of a Bryn Mawr-Haverford-Swarthmore Union List of Periodicals. In addition to providing more immediate access to each collection, the list has underscored the significant amount of duplication and triplication that exists among the three institutions. Accordingly, serious consideration is now being given to the possibility of making collective use of certain titles, thus permitting the elimination of costly duplication and triplication and the release of funds for the addition of badly needed new journal titles.

### *Cataloging and the Computer*

The year in the Cataloging Department has been marked by more radical changes than at any other time in the history of the Depart-

ment. The upheaval was caused by the arrival of a computer terminal connecting the Bryn Mawr Library to the Ohio College Library Center, a center of cataloging information incorporating both Library of Congress-originated data and also shared cataloging of other member libraries. While this system has great advantages in terms of efficiency of cataloging and card production, it necessitated the changing of departmental routines in order to make the most efficient use of the already efficient machine. Two years of preliminary work paved the way for its arrival. A typical change occasioned by the terminal is the use of the machine as the absolute authority for cataloging, thus eliminating the Library's own authority work, with the exception of original-input cataloging. This process seems simple but, in fact, it completely turns around the generalized philosophy of cataloging, which classically holds that one "sweeps a clean path and then walks down it." By giving up preliminary authority work and shelf-list checking, the staff now follows much more efficient procedures. The philosophy necessitated by such changes becomes "Wait until something bounces and then fix it up." Totally different. While the system does not seem tidy—and indeed there are minor messes from time to time—the 99 percent of previously unnecessary double checking is no longer a part of the picture. From a purely operational point of view, the system is theoretically optimally efficient.

With the new procedures fully under way, cataloging volume rose by 29 percent during the last quarter of this year. The grandness of this percentage increase in books cataloged should not be held up as an absolute figure, for it is a relative one. The pre-cataloging and cataloging routines have been tremendously simplified. Had the same new procedures been put into effect and had the staff continued totally manual cataloging and card-production, the rise in cataloging statistics would still have been significant, although it would have been lower, of course, than it is currently. What the increase has permitted, however, is the cataloging of books from the backlog "waiting in the wings." There has been a

significant rise in the number of such books cataloged and that should continue at much higher levels than previously possible. Nonetheless, it will be a long time before the 30,000 backlogged books now controlled by temporary listing are cataloged and in the stacks.

### *Reclassification*

The Reclassification Project, designed to bring Bryn Mawr's collections into the Library of Congress classification, completed its formal existence as a separate entity. The work remaining to be done has been transferred to the special projects section of the Cataloging Department. Already completed is the reclassification of the collections of reference and bibliography, currently received periodicals, philosophy, Spanish, much of German, Greek and Latin, and all of fine arts, archaeology and music. In addition to simple reclassing, a totally new card catalog was created for the Music Library and a large uncataloged holding of music texts was integrated into the collection. For the extensive Library of Art and Archaeology, a full dictionary catalog was produced in conjunction with the reclassing project.

### *Public Services*

The Public Services Department continued to reflect a high level of library use. With the increased accessibility of books provided by the Canaday Library, circulation figures have increased dramatically. In four years graduate book circulation has skyrocketed 46 percent and faculty circulation 11 percent. Undergraduate circulation has remained basically the same, though the use of undergraduate reserves has expanded. Aided in part by the adoption of a campus-wide I.D. card, no additional staff was required to handle the substantial increase in use.

After more than twenty years of unlimited loan periods with no fines for the faculty and graduate students, and a one-month loan with fines for undergraduate students, the policy was changed this winter to one of a semester loan with fines for everyone. Outside

borrowers still retain the one-month borrowing period. The change to the one-semester loan period was motivated in part by a desire to make the circulation procedures of both Bryn Mawr and Haverford more nearly alike. This is helpful to the borrowers of both colleges, and to the staffs as well.

The Interlibrary Loan program has remained basically the same as in previous academic years. If the ratio of interlibrary lending to borrowing is some gauge of the quality of a library, then it should be noted that the Bryn Mawr College Library stands up well with a ratio of 2.27 to 1. The new climate of cooperation with Haverford has had its effect on interlibrary loans, for now the lending and borrowing of books to and from either library is not considered, strictly speaking, an interlibrary exchange. Instead, the Interlibrary Loan Office is now simply a conduit between the two circulation departments and books are now charged out to the individuals borrowing them and not to the Interlibrary Loan Departments. Finally, since the function of interlibrary loan is partly an educational one, a three-page set of "Instructions for Requesting an Interlibrary Loan (ILL)" was written during the past academic year. These instructions were sent through campus mail to all faculty members and were made available at the Library itself for distribution to students. Though basically a national program, 35 foreign transactions were included in the 2,344 volumes borrowed or loaned. Three hundred fifty-six institutions were represented in this active interchange of materials.

The Reference Division, in a year with a full complement of staff, has been able to forward various projects already under way and to reap significant benefits in continuing and expanded cooperation with Haverford. In attempting to keep pace with current publication, as well as to upgrade the collection, the Library feels considerable satisfaction in the progress made toward acquiring more comprehensive reference holdings on a cooperative basis with Haverford. This has been pursued discipline by discipline, allocating purchases, arranging to move books from the stacks to Refer-

ence, and vice versa. Areas covered to date are education, Spanish studies, African studies, American history, and English literature.

At an open house for Bryn Mawr and Haverford freshmen in early September, appointments were made for small group tours and library instruction. A similar arrangement was made for graduate students; and, for a month and a half, the staff averaged about five tours a week. All indications are, however, that there are still large numbers of students who neither use the library effectively nor realize their inability to do so. As part of a continuing effort at library education, the Bryn Mawr and Haverford Public Service staffs are preparing a series of pamphlets to orient Library users to available services and facilities.

### *Archives and Rare Books*

As archival questions continued to occupy a large proportion of Reference Division time, progress was made toward the organization of a true College Archive, administered by the Library. A classification schedule has been devised and plans made to catalog, according to this schedule, the existing Library archival material, as well as the large number of documents and miscellany that has accumulated in the form of gifts and "finds" and deposited items. Campus-wide, a letter to explain our program went to the head of each department apt to accumulate records. This first step is intended to provide a central inventory of the widely scattered archival holdings of the various parts of the College.

The Rare Book Division has become steadily busier with an increasing number of incoming gifts, an expanded exhibition program, and—most importantly—a growing number of readers. Twice in the past year special rare book reserves were set up in support of graduate seminars.

### *Exhibitions*

Exhibitions, providing imaginative windows on the resources of

the Library, have evolved through four years of experimentation into a clear pattern of instruction and delight. Two major displays each year are mounted in the Rare Book Room and numerous smaller gatherings of books and manuscripts are set up in other areas of the Library.

The 1973 spring exhibition, "The Art of Botanical Illustration," introduced the Library's first catalog. Supported by the Friends of the Library, the booklet was appreciated by those viewing the display as well as those unable to attend. The catalog was so well received that a similar publication was prepared for this spring's show, "The Artist and the Title Page." Between these two shows was a re-creation of the world of "Aubrey Beardsley and the Nineties." In contrast to other exhibitions, the Beardsley show included numerous Art Nouveau objects as well as books, prints, and manuscripts, and was made possible by substantial borrowings from private collectors. Mini-exhibits focused on "W. H. Hudson," "The Woman as Illustrator," "The Beginnings of Modern Archaeology" and various selected groups of recent acquisitions.

### *Gifts*

Though one could tally the volumes which have come as gifts to the Library during the past year, no one could calculate the immeasurable strengthening of our resources for research which these gifts have made possible. They ranged from one collection of more than two thousand volumes to gifts of single important tomes. Alumnae, faculty and friends added manuscripts, maps and microfilms as well as printed books. Many of these accessions frequently added new texts to our working collections but often others added a needed second copy or a replacement for a tired, well-worn volume from the past. Of the numerous rarities received, let one suffice for the whole: a hitherto unknown and bibliographically undescribed little treasure on women, *Das Weib, sein unglückliches Loos in der heutigen Gesellschaft* (The woman, her unfortunate lot in



today's society). Written in French by the French-American pacifist and communalist Etienne Cabet, the tract was translated into German and published in Nauvoo, Illinois, on the press of the Icarian Community in 1854. The work was the gift of Dr. Franz Alt, father of Theresa Alt '65.

Few who know President Emeritus Katharine McBride would be surprised to hear that she has consistently been one of the Library's most generous patrons. Yet few who know Miss McBride as an educator are aware of her unusual skill as a collector of books and manuscripts on Africa and Asia. Those materials dealing with the life and history of India provide the most comprehensive coverage of any section. This vast and important resource for advanced research is now being added to the College Library for the stimulation and use of students and faculty.

For the first time in the Library's history, major Library acquisitions were highlighted by distinguished groups of "modern" manuscripts. The correspondence of Katharine Sergeant White '14 added the most significant group of letters by American persons-of-letters ever given to the College. Among the fifteen hundred original letters are many by Marianne Moore '09. The manuscripts of Margaret Ayer Barnes '07 add the most substantial single group of literary manuscripts to the College's collection, including the manuscripts of almost all her numerous published works as well as unpublished texts. And yet another superlative, the papers of M. Carey Thomas, given by her niece Millicent Carey McIntosh '20, form the base of the College's newly established Archive and will provide far-ranging research material for the history of the College as well as almost every other area of women's studies.

### *Departmental Libraries*

Though Canaday Library is the center of the system, there are still an additional seven active departmental libraries on campus. Work has gone forward to strengthen each of these libraries, but space

constrictions have severely limited possibilities for growth and service. Only the Art and Archaeology Library has a regular full-time staff. The Music Library is still a stepchild served by staff members with other responsibilities; it is to be hoped that Music will have its own part-time librarian in the very near future. Much effort has gone into creating reliable bibliographical records for both of these libraries; their full usefulness should be realized by the start of the 1974-75 academic year.

The science libraries suffer from dispersion and from an acute shortage of space. Their coordination into a central science library would bring numerous benefits, including full-time professional supervision, circulation control on extended hours, expanded reference facilities, and vastly expedited binding procedures. In the meantime, the staff members maintaining those facilities are providing as helpful and expeditious service as possible. Fortunately for all, the increase in work and frustrations of space are accepted as challenges which they have been happy to tackle.

Assessing the staff situation overall, the Library has been fortunate in the stability of its staff. Of the few staff members leaving, each loss was deeply felt and regretted. Each new appointment, however, has seen strength added to strength. Older staff members have not only been asked to undertake new tasks but have been faced with new ways of thinking; each person has responded creatively. Though this has been a year of fundamental change for the Library, day-to-day services have been steadily maintained and the College community's enthusiastic appreciation of the results has been a joy.

James Tanis  
*Director of Libraries*

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Sein unglückliches Loos

in der heutigen Gesellschaft;

die Ursache und das Mittel zur  
Abhülfe;

sein Glück in der Gütergemeinschaft.

Von

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ehemals Deputirter und General Procurator in Frankreich, gegenwärtig  
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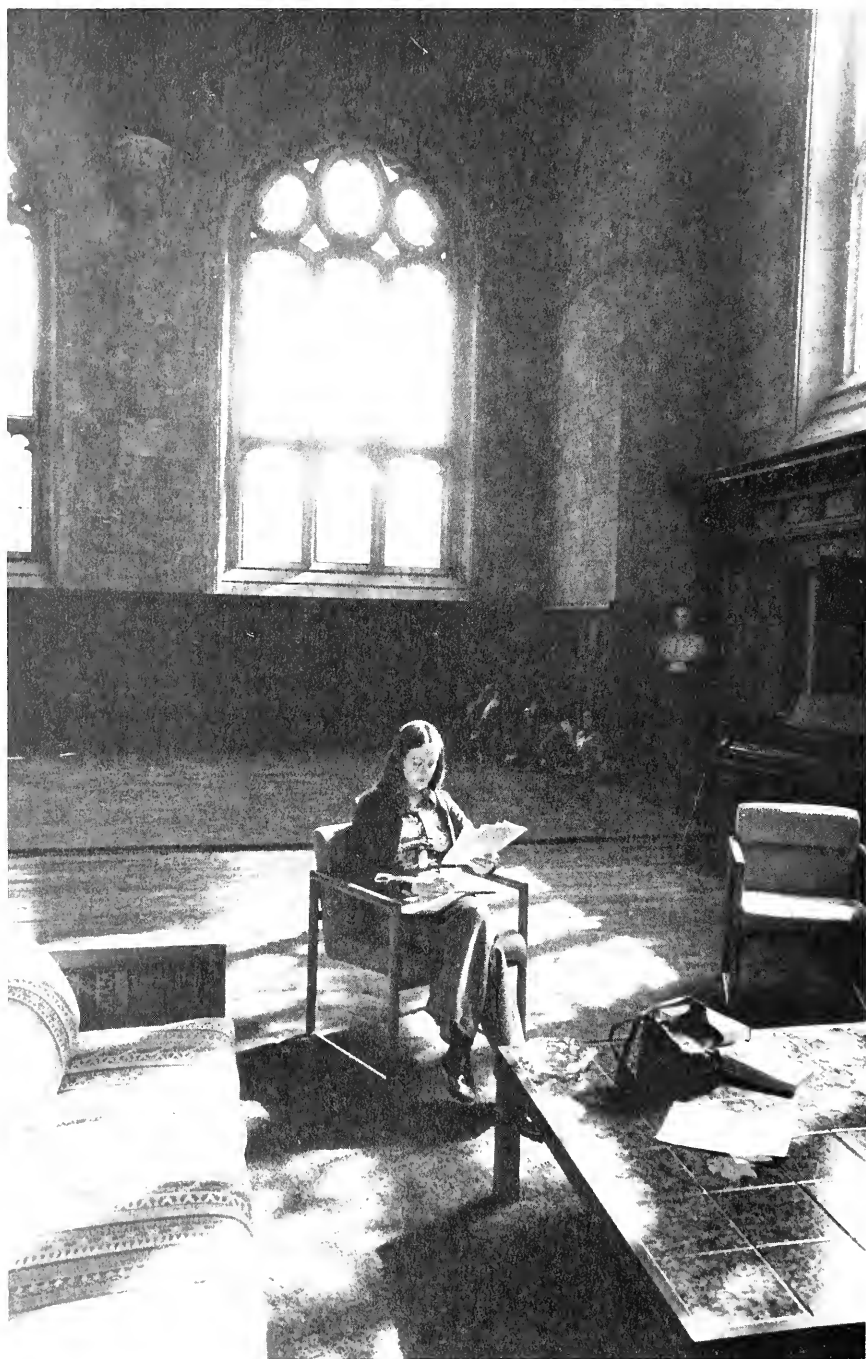
BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT

*To the Directors of Bryn Mawr College:*

This special assessment of the financial state of the College is appropriate as Bryn Mawr enters its Tenth Decade. A comprehensive report on College activities for 1974-76 will follow next year.

The 1935 radio address by M. Carey Thomas on the occasion of the Fiftieth Anniversary of Bryn Mawr College is printed on page 17.

Harris L. Wofford, Jr.



BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT  
*December 1975*

At my inauguration on Merion Green in October 1970, I cited President Marion Park's remark during the Great Depression that, "As the world careens, rights itself or sinks, so Bryn Mawr careens, rights itself or sinks." At that point, snow started falling, the wind rose and those sitting by the uprooted posts were afraid the whole tent would collapse.

It didn't and Bryn Mawr hasn't—and it won't. Little did we then expect, however, the extent to which the following five years would see our country go through another depression of the economy and of the spirit. A pervasive cynicism has been bred by Vietnam, Watergate, CIA and FBI illegalities, actual and attempted assassinations of leaders in this country and abroad, a growing realization of the limits to growth imposed by ecology, and the combined impact of inflation, unemployment and the drastic fall in the stock market. The economic effects have undermined the plans or compounded the problems of every college and university in the nation.

When the Board of Directors launched the Campaign for Bryn Mawr at the Tenth Decade in January of 1973, they knew the economic climate was cold—but none of us guessed how cold it was to become. After a careful assessment of the College's needs and resources, \$21 million was determined to be the maximum amount that could be secured and the minimum amount necessary to assure the College's progress.

Contrary to widespread belief, the College is not richly endowed; its endowment is substantially less per student than that of most comparable colleges and universities, and the income from this endowment covers scarcely 20 percent of the College's budget. While Bryn Mawr's alumnae and alumni—now over 11,000—include few with great wealth, they succeeded in the 1960s in raising more than \$10 million, spurred by a Ford Foundation matching gift of \$2.5 million. Under inflationary pressure, the College's expenses had more than doubled since that time, and donations had not kept pace. An additional one million dollars in yearly income from new endowment and increased annual giving was judged essential and the Campaign set out to raise it.

Already the Campaign has been an extraordinary achievement. We have passed the \$17 million mark, and we have done so without the customary million-dollar leadership gifts which better-endowed institutions count upon. The few donors we knew who might be capable of doing this were not prepared, under the unusual uncertainties of the economy, to make such monumental gifts or pledges at that time. Even so, and without yet receiving one gift of a million dollars, we are within \$4 million of our goal. Since the drive has been conducted largely by alumnae volunteers and members of the College faculty and administration, with no outside fund-raisers involved, fund-raising expenses have been kept to about 4 percent, a remarkably low proportion of the sum secured.

As we begin the last six months of this largest drive in the College's history, we believe that the goal can be reached. But it will take the continuing hard work of the hundreds of Campaign volunteers around the country and a concluding surge of generosity from every friend of the College who can give or give more.

The value of the many special gifts, foundation and corporate grants, and new endowment funds established through the Campaign to date has been very large and lasting. These include two professorships, a number of lectureships, post-doctoral teaching fel-

lowships and other forms of faculty assistance; funds enabling the library to carry through a crucial ten-year development plan; support for particular academic programs, scientific laboratory equipment, graduate fellowships, undergraduate scholarships and loans, and essential maintenance of buildings and grounds; and unusual imaginative contributions such as the Student Investment Fund, which provides undergraduate women with experience in managing money and produces new income for central College purposes. A forthcoming publication describing new endowed and special funds will show what fresh blood and vital new teaching and learning resources with enduring benefit have been brought to the College.



### *Double Blows*

Very sadly, however, we have seen these hard-won gains of the drive significantly cut back by the double blows of inflation and recession. The same factors of increased living costs and decreased value of investments which threaten the College's budget have kept donors from giving, or diminished the amount they could give—and, in the case of bequests, reduced the actual value of estates.

Rather than pretend that the Campaign will lead us into a Promised Land of satisfactory faculty and staff salaries, an expanding library budget, and adequate student aid, we must face the hard facts of continuing austerity which the College—like the country—cannot escape. Rather than wait until the end of the Campaign to deal with these facts, I prefer to state and analyze them now. They indicate how crucial the success of the Campaign is to the College's survival and future strength.

The fact is that even when we achieve the goal of \$21 million, there will be no rest on the new plateau; a large gap between operating expenses and operating income will remain to be closed each year with gifts secured by continued effort. The Campaign planning has, of course, assumed that a substantial gap would always remain to be filled through annual giving and other yearly unrestricted gifts, but it sought to reduce this amount to a sum that could be reasonably covered by such gifts. The careening of the American economy has cast doubt on all such expectations.





The magnitude of the annual gap unfortunately depends on many factors beyond the College's immediate control, such as the cost of heat and light, which soared by nearly \$250,000 last year. In 1970-71 the gap was \$2.2 million (31 percent of the general funds budget before the application of any unrestricted gifts); by 1973-74, major economies and increased fees had reduced it to \$1.6 million (15 percent of the budget); with the extraordinary inflation of 1974-75 it was back to \$2.3 million (25 percent of that year's budget).

Even with relatively low salary increases of an overall 5 percent last year (and less in previous years) and further stringent economies, the total budget increased 14 percent over 1973-74. In this last year the cost of energy went up 52 percent, materials and supplies 58 percent, and food 18 percent. To meet these rising expenses, income from student fees was increased 10.3 percent, but could not match the increased costs. Nor were unrestricted gifts secured in 1974-75 sufficient to close the gap as they had been in the two previous years; the result was a new drain on our unrestricted reserves, even while the



Campaign was adding substantially to our permanent endowment. And even as we achieve the Campaign's dollar goals, we know that what can be purchased by those dollars is decreasing; the budget for library acquisitions, for example, has been provided according to plan, but the cost of books and periodicals acquired has increased by 50 percent in one year.

So in this winter of 1975-76 it seems true for us that, as the poet put it,

'A cold coming we had of it,  
Just the worst time of the year  
For a journey, and such a long journey:  
The ways deep and the weather sharp,  
The very dead of winter.'\*

Facing the setbacks of inflation and recession with realism and courage, Campaign planners and workers nevertheless recognize that without the Campaign, the College would be in a very much worse situation. Without the infusion of Campaign gifts to the endowment and the increase in unrestricted giving, we would have suffered a large absolute deficit and reduction of net worth during this period. We would have been forced to make major cuts in faculty, staff, student aid, and library resources, and the quality of the academic program would have suffered severely.

This has not happened because through the Campaign years the total of annual gifts, excluding bequests and Campaign pledges, has more than tripled—from \$1.2 million in 1970-71 to \$3.8 million in 1974-75. Bequests, it should be stressed, are very important but unpredictable. They have played and we hope will continue to play a major role in building Bryn Mawr, but they inevitably fluctuate. During the Campaign years they ranged from \$949,000 in 1972-73 to \$1.3 million in 1973-74, to \$475,000 in 1974-75. Though there were fewer great gifts by will last year, there is encouragement in the fact that in the year ending May 31, 1975, total gifts, including bequests

\*T.S. Eliot, "Journey of the Magi."

but not Campaign pledges, reached \$4.3 million in 1974-75, the highest figure in the last ten years.

### *Prospects and Problems*

Granted all these facts, what are the prospects that in the years after the Campaign the College can close the operating gap and sustain the integrity of its academic programs? Can Bryn Mawr continue on its present course without drastic curtailment of its scope and quality?

I am confident that it can: Bryn Mawr can continue to move forward—but only with constant effort and in constant tension. The austerity which will be the condition for the College's life for the foreseeable future will require the understanding and cooperation of faculty, staff, students, parents, alumnae and friends of the College.

It will require increased efficiency and frugality in saving energy, maintaining the buildings and grounds, and cutting costs. Regularly and seriously we will need to re-examine our programs and priorities, to make certain that we do no more than we are able to do well. The College's enhanced capacity for financial management coming from the newly-installed computerized financial information system, developed during the Campaign, will help us measure and watch more closely all our expenditures.

Another prospect for more economical operations is increased cooperation with nearby institutions, especially Haverford College, but also Swarthmore College, the University of Pennsylvania, and, in some fields, other Philadelphia institutions and Princeton University. The academic enrichment already achieved through cross-registration of undergraduate classes with Haverford suggests greater possibilities for economizing through collaboration and joint planning by administrative as well as academic departments. Advances in the two colleges' library services and the avoidance of duplicate acquisitions have been an important result of a major foundation gift.

Substantial annual increases in income from student fees are another essential way of closing the operating gap. Undergraduate

tuition, room and board fees, now totaling \$5,415, have risen more than \$2,000 since 1970-71. The proportion of the budget covered by student fees has gone up from 43 percent in 1970-71 to 56 percent in 1974-75 and an estimated 60 percent in 1975-76. This brings us back within the 60-75 percent proportion of the budget which Bryn Mawr counted upon from student fees for many years before the 1950s and 1960s.

If the College did not continue to attract students of very high quality despite these painful increases in fees, the picture would indeed be bleak. However, students of outstanding quality have applied in record numbers in the last few years. Measured by the Verbal Scholastic Aptitude Test, last year's freshman class appears to have the highest median score of any entering class in the country. A Bryn Mawr education continues to be viewed by many parents and students as worth its high costs.

A critical question in all this is student financial aid, most of which must be provided through annual Alumnae Regional Scholarship drives and book sales and shops, through special gifts and grants, including government grants, loans and work-study programs, and through endowed scholarships and fellowships. With about 40 percent of the undergraduates and an even higher percentage of graduate students requiring some form of assistance, the College's aid budget—and search for special funds to finance it—has had to be adjusted upward to help them meet the higher fees. The Campaign's effort to secure additional student aid funds is making it possible to maintain the College's policy of admitting a talented and diverse student body regardless of the individual student's ability to pay the full cost.

Bryn Mawr's problem in this area is a national one affecting all higher education. We are working actively in a consortium of thirty independent colleges and universities to secure a more equitable federal program of student aid which will take into account the plight of middle-income families and of independent institutions.

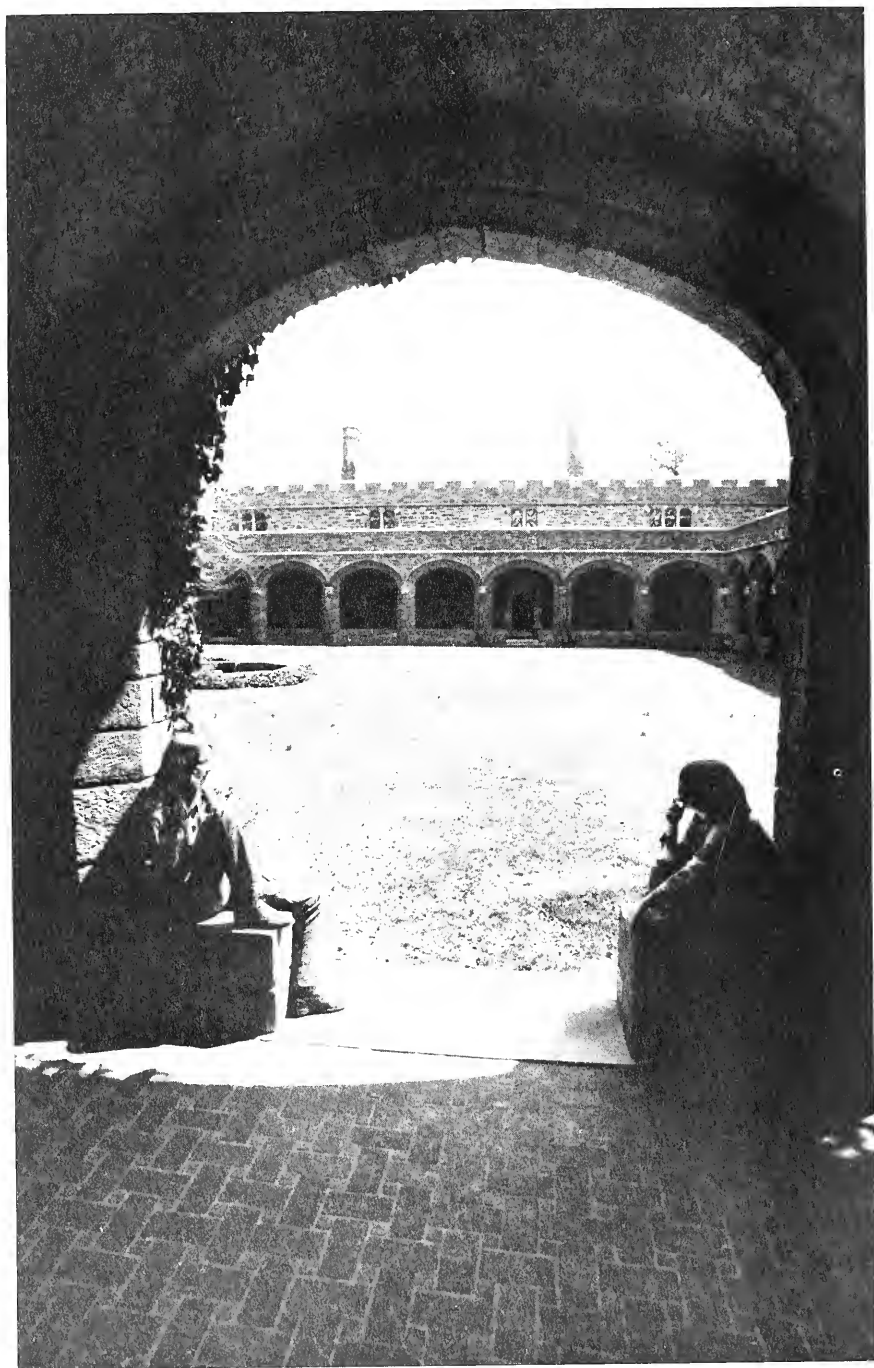
Closing Bryn Mawr's budget gap will also require us to sustain and to increase the present pursuit of support from foundations, corporations and individuals outside the Bryn Mawr family; and it will require alumnae and alumni, families and friends of the College to continue their yearly giving at increasing levels, reflecting at least the rise of the cost of living and of family income. The massive Campaign with a capital "C" will be over, but the regular annual campaign must proceed on several fronts with equal imagination and devotion.

No front is more demanding or more promising than that of the corporations and foundations, which so far have accounted for 24 percent of the total Campaign gifts and pledges. Most of these grants have depended on our effort, initiative, and persistent cultivation, not on the fact that we were in a fund drive. Because of the Campaign we are geared to continue this pursuit, and indeed some of the results of the Campaign will not show for a year or more.

It takes time for some to appreciate the uniqueness and significance of Bryn Mawr, for it is difficult to fit the College into any common mold. I have just returned from visits to two large corporate foundations: at the first I was informed that the foundation's new policy was to give major grants only to the major colleges and universities, and Bryn Mawr was not large enough to meet this test; at the second I was told that its policy was to support small colleges, and since Bryn Mawr had a substantial graduate program we could not qualify.

Bryn Mawr is the only predominantly women's institution of higher education in the world with programs from the freshman level to the Ph.D. in a full range of arts and sciences; and at a time when the education and advance of women is at last rising higher on national and international agendas, the College occupies a unique place in the educational spectrum and has a very special mission. But our very special case is not easy to make in words. Seeing, however, can become believing.

Coming to Bryn Mawr from the turbulent experience of creating an experimental college in the State University of New York system, I



was immediately and I have been steadily impressed by the stability, civility and academic integrity maintained by an institution committed to what M. Carey Thomas called “the beneficent revolution to be wrought in human affairs by the results of the higher education of women.”

After an intensive two-day encounter with Bryn Mawr faculty and students, Harold Howe of the Ford Foundation, former U.S. Commissioner of Education, wrote that his visit was “an eye opener” because Bryn Mawr “is in fact so much more than a college.” He compared Bryn Mawr with Oxford, asserting that they “have in common the quality of what they do”—a comparison M. Carey Thomas would have approved. Adding that he “came away feeling that those of you who hold that institution in trust for the future have a very special obligation,” he wished us well in our efforts for “both preservation and change.”

### *Living with Tension*

The inevitable tension between preservation and change is not new for Bryn Mawr, nor is the current severe financial form it is taking so unusual as we may think. Living with financial tension has been the recurring state of the College since it opened its doors. Time and again President Thomas had reason to fear that deficits would force Bryn Mawr to close its doors, but she never lost her confidence in the future. You will find this faith in “Bryn Mawr the Pioneer,” her radio talk delivered on the occasion of the College’s 50th anniversary in 1935, which was recently discovered in sorting her papers for publication and is printed as an appendix to this report.

The struggle for the survival of the independent liberal arts educational institution in America is indeed worth all our best efforts. State support to public or state-subsidized colleges and universities has given them a preponderant role in this country’s higher education, and there is a strong trend toward government support of vocational education, while a crisis of solvency faces most independent institutions. Yet never did this country more need the diversity, initiative,

breadth of mind and academic integrity of colleges and universities of high quality and true independence.

Like Mark Twain's Connecticut Yankee, America was born with the idea of a republic in its head, an idea intended for all mankind. Its history, too, has been one full of tension—especially that created by the high founding goals of equality and self-government and their inadequate fulfillment at home and around the world. The first Federalist Paper proclaimed it was the purpose of America to prove that people are capable of good government from reflection and choice and do not need to be forever destined to depend on accident and force. In the complex new era of interdependence, this will not be easy to prove. To do so will require a more disciplined application of intelligence and resources than we, or perhaps any people, have yet demonstrated.

Bryn Mawr is directly and deeply involved in this effort both in a general and in a very special way. The College is devoted to the most rigorous education in the liberal arts, the disciplines which enable people to govern themselves, and it is determined to do everything in its power to assure the equality of opportunity for women, by offering the most advanced education. For Bryn Mawr, then, the case for the continued struggle is clear.

Speaking to the May Day assembly in Goodhart last spring, Elizabeth Gray Vining '23 made that case in older and more universal terms. We were celebrating the endowed scholarship established in her name by Japanese alumnae, and the departure of the first Vining Scholar to Japan; this looked to the future and to the continuing importance of offering opportunities for Bryn Mawr students to work and study overseas, and for students from other countries to come to Bryn Mawr. Tutor to the Crown Prince of Japan after World War II, Quaker trustee of Bryn Mawr for 21 years, author of *Quiet Pilgrimage* and eleven other books, Elizabeth Vining recalled the 55 years since her first May Day (when a Quaker farmer refused to lend his oxen because he did not think they should see such sights). "For the first



time in my life I came in contact with new and conflicting standards," she said. "To discover and uphold what were uniquely my own was often agonizing." She spoke of the faculty who "communicated their standards of integrity and their contagious enthusiasm"; she advised students that "it is not so much what is taught, but who teaches it." She noted that the College was "engaged then in a drive for an unprecedented—an astronomical amount of money—\$2 million"—and gave her reason for the struggle, then and now:

The truth has been loved here. It has been sought without fear wherever it was to be found. Truth may wound but the wounds it makes are clean and we rise from them stronger.

May this always be said of Bryn Mawr College.

Harris L. Wofford, Jr.  
December 1975





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ADDRESS  
on the occasion of  
The Fiftieth Anniversary  
of  
Bryn Mawr College

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by  
M. CAREY THOMAS  
President Emeritus of Bryn Mawr College  
April 16, 1935  
for  
The National Broadcasting Company

It was fifty years ago when Bryn Mawr the Pioneer began her adventure in women's education. No woman under seventy can realize how changed is the women's world we are living in today. As a girl in Baltimore, I had only once seen a woman who had been to college. When I came back from Cornell, the sons of my mother's friends refused to be introduced to me. I was allowed to attend a Greek seminary in Johns Hopkins University, but I had to sit behind a curtain. When I went abroad to study in Leipsig, my mother told me that if I had eloped with the coachman her friends could not have sympathized with her more deeply. I returned after four years' study in Leipsig, Zurich, and Paris with a doctor's degree, caring more than anything else in the world for proof that women were intellectually equal to men. By some happy chance almost at once I was appointed to help in organizing the new College of Bryn Mawr.

Bryn Mawr the Pioneer began in 1885 with a brilliant faculty of young women and men scholars, all with Ph.D. degrees, all under thirty, all unmarried, but so admirably trained in modern methods of research that Bryn Mawr was able to open the second purely graduate school in the United States with eagerly-competed-for graduate fellowships in all main departments of study as well as resident fellowships for eight foreign women scholars.

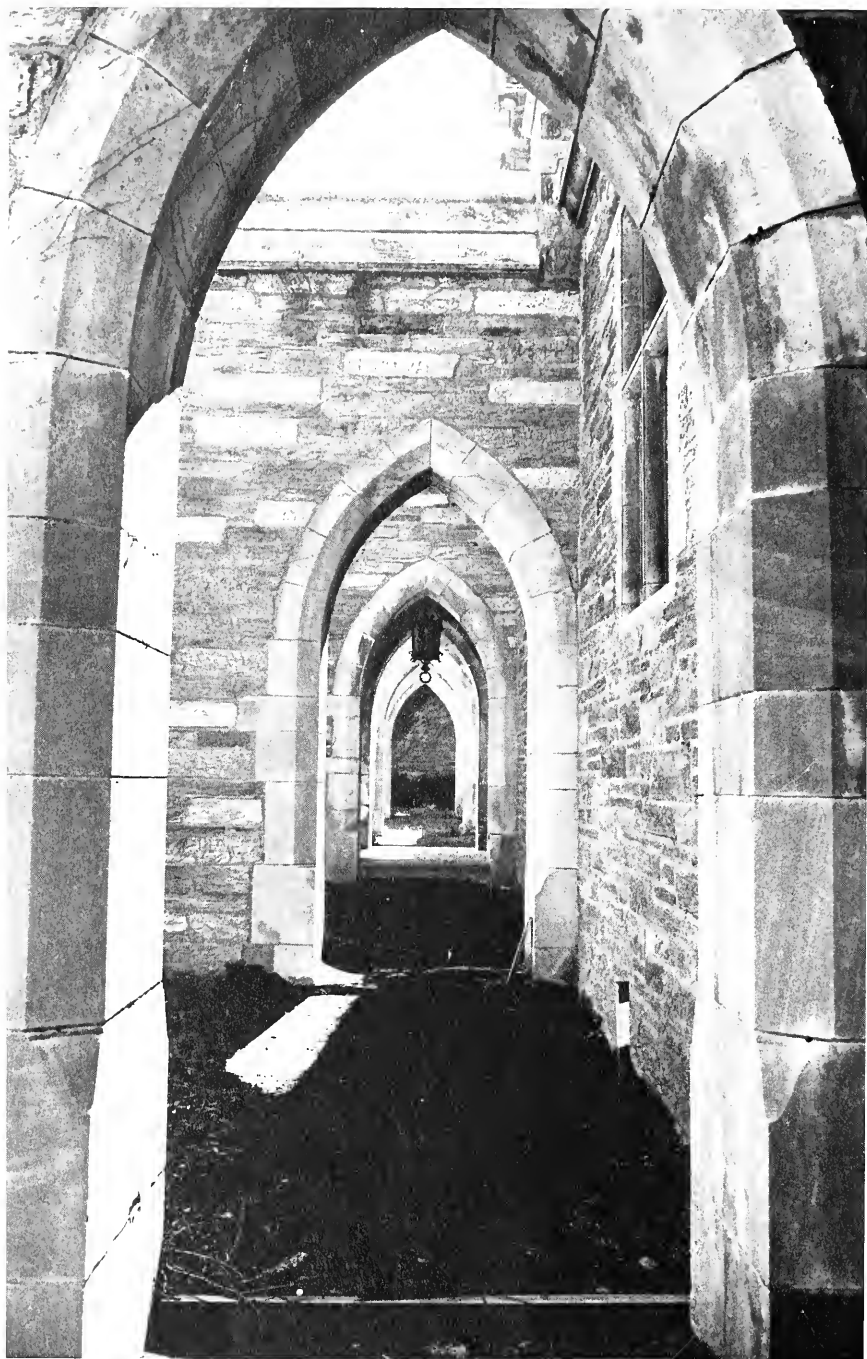
Bryn Mawr the Pioneer, so young herself, so unknown to fame, attracted to her empty campus by her difficult entrance examinations, harder than those of any other college, and by her competitive graduate scholarships, a matchless group of ambitious students. Those early years when we were all young together, professors and students, so incredibly eager to learn, were like a heavenly vision of what every college might be. When the reading room and laboratories of our one college building were over-crowded, our early students sat on the stairs to read their notes and examine their chloroformed frogs. When no lecture rooms were vacant, professors and students read Horace sitting on the graves of a neighboring cemetery, or solved mathematical problems under a tree.

The thirteen life Trustees appointed by the Founder of the College, all men, had set out to produce a well-behaved fowl resembling those already living in neighboring barnyards, but found that they had hatched a soaring eagle instead. After a few anxious years watching their eagle winging her flight through the blue they came to love and admire her, and called to their aid as Alumnae Trustees on their Board of Control successive broods of devoted young eaglets—and all has been well.

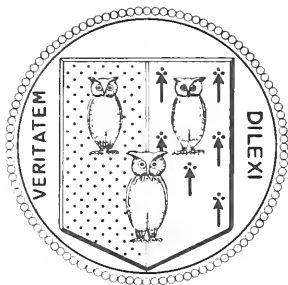
Bryn Mawr's graduate and undergraduate students have been from the first pure joy. Dr. S. Weir Mitchell, then the great medical authority in Philadelphia, told all parents with daughters that no girl could graduate from Bryn Mawr without becoming a permanent invalid. President Eliot of Harvard gave us two years in which to close the college if I persisted in letting our students govern themselves; President Seelye of Smith predicted the same fate if we continued to let unmarried men professors teach young girls; and President Gilman of Johns Hopkins, with his glorious faculty of scholars, begged us not to expect our women professors and students to meet the same standards as men. He said that women's intuition made strenuous training unnecessary. The splendid body of doctors of philosophy and bachelors of arts with their achievements in almost every field of human endeavor in the United States today is Bryn Mawr's reply.

In days like these, of upheaval which threatens all the advances of civilization, the brunt of the attack will inevitably be on the higher education and skilled training of women because they have been the last to be won. In Germany and Italy women are being deprived of paid work, and worst of all, of higher education. The cost to civilization and progress is too great. Those of us who remember well the closed doors of fifty years ago entreat you of the younger generation, both young women and young men, to see to it that the next fifty years are years not of going backward, but years of progress even greater than the past fifty years.

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**BRYN MAWR COLLEGE**  
BRYN MAWR, PENNSYLVANIA 19010





BRYN MAWR COLLEGE  
REPORT OF THE BOARD OF TRUSTEES



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**INVISIBLE GOLD**  
**BRYN MAWR COLLEGE**  
**REPORT OF THE PRESIDENT**  
**1975-76**

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Katharine E. McBride, President of Bryn Mawr College 1942-1970, with Martin Luther King, Jr., the 1966 Baccalaureate speaker at Bryn Mawr College.

BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT  
1975-76

**To the Trustees of Bryn Mawr College:**

At the 91st Commencement last May the College awarded the largest number of degrees in its history—56 Ph.D.s, 44 M.A.s, 69 M.S.S.s, and 221 A.B.s.<sup>1</sup> However, it is not numbers we celebrate. With the Tenth Decade Campaign behind us and the Taylor Hall bell still ringing in our ears to signal the grand total of \$23.7 million, it is well to remind ourselves that the true treasure of a community of learning is always people—and their ideas. “Producing as many as possible full-breathed . . . souls of a good quality,” John Ruskin wrote in *Unto This Last*, is “the final outcome and consummation of all wealth.” This is the treasure which Ruskin called “the invisible gold which does not necessarily diminish in spending.”

Accordingly, in this seventh year at Bryn Mawr I want to write in less statistical and more personal terms.<sup>2</sup> The logic of events in the College calendar makes it difficult to honor the Sabbath—

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<sup>1</sup>Since the first Ph.D. and first A.B. in 1888, the College has granted more than 12,000 degrees, including 897 Ph.D.s, 906 M.S.S.s, 1666 M.A.s and 8568 A.B.s.

<sup>2</sup>For alumnae/i and friends of the College who would like to read more comprehensive accounts of the state of the Undergraduate College, the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research, the respective deans' reports are available, as is the 1975-76 Treasurer's Report. A special report to the Campaign for Bryn Mawr at the Tenth Decade will be sent to all alumnae/i and to others who participated in the Campaign.

literally—let alone to find the space and time to put things in a longer perspective. The Trustees have kindly proposed a spring sabbatical which my family and I will take in France, but before gaining the benefit of distance, I should report on the recent past and share some thoughts on Bryn Mawr's future—on the challenging admissions picture ahead, on the evolution of the College's cooperative relationship with Haverford, on its international prospects, on its new graduate program in Law and Social Policy, on its financial planning after the Campaign—but first of all on the life and death of Katharine Elizabeth McBride.

### **Katharine McBride**

Bryn Mawr's 92nd year began under the shadow of Katharine McBride's death. At a memorial service in Goodhart this fall, the strength and clarity of vision of the fourth president of Bryn Mawr were still with us, through the words of colleagues at the College and in the larger world of higher education.<sup>1</sup> Until her heart attack on Easter Sunday she was teaching a Spring semester course on "The Social Foundations of Education." From first to last in these past seven years I was able to count upon her wise counsel, always graciously and generously, warmly and wryly given in a few well-chosen words.

Katharine McBride helped me understand, respect and enjoy the unique complexities, ambiguities and tensions of Bryn Mawr: this college which is in fact a small university—a college deeply committed to women's education but which has admitted men on equal terms to its graduate schools for more than forty years—a college whose women undergraduates are engaged in a class and residential exchange with Haverford College that is probably the most

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<sup>1</sup>At that memorial service on October 1, remarks were given by Hanna Holborn Gray '50, Provost of Yale University, and James A. Perkins, former President of Cornell University and a member with Miss McBride of the Carnegie Commission on Higher Education, and minutes on Miss McBride were read by Edmund B. Spaeth, Jr., Chairman of the Board of Trustees and by Gertrude C.K. Leighton '38, Secretary of the General Faculty. The proceedings are being published as a supplement to the Winter issue of the *Alumnae Bulletin*.

extensive such cooperative arrangement in the country—a college whose elite image primarily reflects the extraordinary quality of its students, 40 percent of whom receive financial aid—a college pervaded with the spirit of scholarship in the liberal arts, not vocational training, even as more and more of its graduates are entering business, law, medicine and other parts of public life.<sup>1</sup>

In her 28 years as president, Katharine McBride led in the shaping and strengthening of all these aspects of the College, and always looked forward to the work ahead. No one saw more clearly that Bryn Mawr cannot live off past capital, either financially or intellectually. The interesting challenges of the 1970s and '80s and '90s—and Bryn Mawr's role in meeting them—were the theme of her last talk at the College. In an article for the Campaign newsletter, she wrote about the problem of colleges and universities moving to meet the greatest challenges in a century:

If these challenges are to be met, the differences among institutions for which this country is known will become greater, greater and more explicitly recognized. That means defining and accepting purposes, not all purposes, but a coherent set of purposes for one institution.

Bryn Mawr carves out for itself a set of purposes which many would find lacking in coherence: small size, emphasis on teaching "from the freshman year through the Ph.D.," research as a way of life, and the continuous learning that comes from the interaction—clash or communion—of persons of different backgrounds, different ages, and different plans. This College finds these purposes complementary and necessary in the difficulties they present. Together, they require new learning all the time, and that is probably why Bryn Mawr shows strength under pressure.<sup>2</sup>

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<sup>1</sup>See the Alumnae Survey, brought up to date, which was published this year by Westview Press: *A COLLEGE IN DISPERSION: WOMEN OF BRYN MAWR 1896-1975*. Miss McBride wrote the Foreword and David Riesman the Preface. Copies may be ordered from the Bryn Mawr Bookshop.

<sup>2</sup>"The Woods—and One Vigorous Tree," in July 4, 1975 issue of *Bryn Mawr at the Tenth Decade*.

## The Coming Admissions Challenge

One of the interesting challenges pressing us is finding the future students who will be ready for this "new learning all the time." All colleges and universities in the United States face a diminishing pool of potential American applicants. For the next twenty years, demography will be against us, at least within our nation's borders. With the progeny of the post-war "baby-boom" now graduated, the total number of college-age students is projected to decline about 15 percent by 1984—and the female 18-year-old population to decrease 26 percent by 1992.<sup>1</sup>

To compound the problem, surveys indicate that about 90 percent of our potential applicants prefer a coeducational environment. Many who come to Bryn Mawr with this view, emphasizing their interest in the Bryn Mawr-Haverford exchange, later discover the value of a predominantly women's college. But many do not appreciate this in advance. Moreover, the case that our two-college community offers a better range of options than conventional coeducation is a complex one; to like it, students need to try it, which requires some persuasion.

Though these factors do not sound encouraging, there is no present crisis in admissions. Our applications remain at near-record highs and our residence halls are filled to their proper capacity—with outstanding students. Any decrease in enrollment of full-time students can probably be made up by our new category of special part-time students of all ages, who live in the community, and may now take undergraduate courses for credit.<sup>2</sup> Moreover, the full realization of Bryn Mawr's potential in international women's edu-

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<sup>1</sup>The number of high school graduates with Verbal Scholastic Aptitude Test scores of 650 and above, to take one measure, is estimated to go down from the present 33,000 to about 27,000 in 1984. It is from this relatively small group that Bryn Mawr and other leading liberal arts institutions draw most of their students. See *A Role for Marketing in College Admissions*, College Entrance Examination Board, New York, 1976.

<sup>2</sup>At present there are 27 such special students, ranging in age from 18 to 70, most of them over 40, taking one or two courses each.



cation (discussed later in this report) would substantially increase the number of outstanding students coming from seven continents—and in doing so increase the general drawing power of the College as an unusual center of learning.<sup>1</sup>

Nevertheless, no college or university today can rest on its reputation. Today more than ever each must build upon its special strengths. Bryn Mawr has much to build upon, for there really is no other institution like it. It is the only predominantly women's institution in the world offering a wide range of doctoral programs in the arts and sciences (in 27 fields), and the only one related to a traditionally men's institution where the women's institution is larger and has the graduate schools. In that statement of its uniqueness are found four foundations of Bryn Mawr's strength and appeal: its commitments to

- women's education in America and the world,
- a faculty dedicated to teaching and to the most advanced scholarship,
- a combination of demanding graduate and undergraduate programs on a small scale, and
- cooperation with Haverford College and other institutions.<sup>2</sup>

These are four pillars on which our past success has been built and our future success depends. To maintain or improve our position in the more competitive admissions picture ahead we will need to strengthen—and make more widely known—all four of them. The faculty has just established a new Academic Planning Committee to consider the future of the College in terms of each of these commit-

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<sup>1</sup>Students from other countries constituted 10 percent of the 1976 freshman class (6 percent foreign citizens, and 4 percent Americans living abroad).

<sup>2</sup>With Swarthmore College and the University of Pennsylvania there is a student course exchange. Although distance reduces the numbers involved to much less than with Haverford, only a mile and a half away, a significant faculty exchange is in effect with Swarthmore in History of Religion, and the University arrangement is an important supplement to Bryn Mawr's Graduate School of Arts and Sciences.

ments. The most critical current issue concerns our relationship with Haverford, but there are problems and progress to report with regard to each.

### **Bryn Mawr and Haverford**

The story of our sometimes rocky relationship with Haverford began with Joseph Taylor, Bryn Mawr's Quaker founder, who suggested in his will that the site for the new women's college be "an elevated situation . . . near to Haverford College" so that "to some extent the same Professors could be employ<sup>d</sup> in both Colleges, also the Observatory—library—lectures—gas and water in common for both Institutions." Such an arrangement between the two Quaker colleges, he thought, "by wise restraint might be mutually useful."

Spurred by student interest, this cooperative arrangement grew and was guided for nearly three decades by Miss McBride and by Haverford's presidents. In the 1960s it expanded rapidly as the daily class exchange mounted into the hundreds and the first coeducational residential halls were started, and it has taken a further quantum jump in the 1970s.

As this report goes to press a new chapter is being written in the story. Last spring, determined to expand from 825 to 1000 students, Haverford reopened the question of admitting women.<sup>1</sup> By fall, as the consequences of this plan were debated on the two campuses, there were widespread fears that the two-college relationship might break down altogether. Many students on both campuses rallied to "save the two-college community," yet when Bryn Mawr's trustees proposed increased cooperation as an alternative course, some students, faculty and alumnae and alumni of both colleges expressed strong fears that the steps being considered pointed toward eventual merger.

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<sup>1</sup>In the last seven years Haverford has grown from about 650 to nearly 830 students; it has decided that financial stability requires approximately 1,000. During the same period Bryn Mawr's Undergraduate College has grown from about 750 to just over 950. Haverford has a full-time faculty of 71; Bryn Mawr of 162.



Photographs: Bern Schwartz

Horace Alwyne (1891-1974), Professor Emeritus of Music

At this writing, after months of intense discussion during which both colleges came to an even greater appreciation of their interdependence, "wise restraint" has prevailed. There is a good prospect that, as Joseph Taylor put it, a "mutually useful" course will be pursued. Such a result, preserving the utility of cooperation without the loss of identity inherent in merger, will not be a victory for either college but for Reason. Despite their differences—indeed in part

because of them—there seems to be a growing recognition that if either college didn't exist, the other would want to invent it.

A key part of the process of decision was the agreement by the two governing boards to hold a joint meeting before any action was taken. To help prepare for that meeting, the chairmen of the boards asked two outstanding educators to study the two-college relationship and make recommendations from a fresh perspective. Professor Howard R. Bowen, author of several important studies of educational trends, former president of Grinnell College and former chancellor of the Claremont University Center, and Patricia Albjerg Graham, an historian of American education and now dean of the Radcliffe Institute, visited both campuses and met with faculty, students, administrators and members of the two boards. They were relatively encouraging about our admissions prospects:

We are not convinced that either institution is likely to face a serious admissions crisis in the foreseeable future (a) if together they achieve fruitful cooperation in academic as well as extracurricular programs and activities, (b) if they exploit their close relationship for purposes of student recruitment, (c) if they are vigorous in student recruitment, and (d) if they are prudently flexible in admission standards. The two colleges have such high standards of excellence and such splendid reputations that the admissions problem surely could be surmounted without drastic change in either institution.

Finding Bryn Mawr-Haverford cooperation the most successful academic consortium in the country, and viewing both colleges as "major national resources," they concluded:

The solution which fits best with the public interest is one of closer and more significant cooperation between Bryn Mawr and Haverford with each college continuing as a single-sex institution but with the two of them together achieving true coeducation and true partnership.

The criterion for "true coeducation" was the crux of the problem. In 1974 Haverford's Board of Managers decided upon the goal of "genuine coeducation," to be achieved if possible through coopera-

tion with Bryn Mawr. Such coeducation was sought by Haverford on its own merits, as the best educational environment, and as an admissions necessity in its effort to grow rapidly to 1000 students. By 1976 many of our colleagues at Haverford had concluded that the exchange with Bryn Mawr did not produce sufficient coeducation for these purposes.

The issue was not that Haverford wants coeducation while Bryn Mawr simply wishes to be a single-sex college; each seeks to have the best of both worlds. Haverford desires to continue cooperation with Bryn Mawr while also enjoying the kind of coeducation that prevails in practically every other formerly male institution; Bryn Mawr is determined to remain a predominantly women's college, with a special commitment to women's education, and sees the coeducational two-college community as the best way to do this.

We were not primarily concerned about competing with Haverford for individual applicants; for years we have been competing with a score of leading men's institutions that are now admitting women as well as with other coeducational institutions, and we hold our own with most of them. What concerned us most about a possible Haverford move to full coeducation with 500 of its own women students was the long-term effect on the two-college community. Would the preponderance of one sex in an over-all two-college community with 1500 undergraduate women and 500 men be appealing to high school applicants? Would not both colleges in the long run have more appeal if the two-college community were kept in better balance? There was no doubt that Haverford would enjoy some immediate success in tapping the pool of potential women students. But a question for Haverford was whether becoming another small coeducational college would leave them in a stronger position than increased cooperation in a two-college community.

Changing the terms of the discussion, Patricia Graham proposed a different view of coeducation. Based on her direct involvement

with coeducation at Barnard, Columbia, Princeton and Radcliffe-Harvard, and her study of other situations, she said that our two-college relationship "represents the most thoroughly coeducational educational environment in the United States." She was not talking about coeducation in each college separately, but pointing out that *together* "these two institutions have an approximately even balance of men and women students; a broader representation of women faculty, of women senior administrators and women board members than any other institutions of which I know." She ended with a challenge:

The effort to swim against the tide, to proclaim and implement equality between the sexes at all stages of the collegiate endeavor, is a difficult one. To do so would be to make a unique contribution to higher education in the United States, but it would not be easy.

This vision of the two-college community was the main thrust of the case made by Bryn Mawr representatives at the joint meeting of the two boards on November 23. Millicent Carey McIntosh '20, former president of Barnard College, secretary of the Bryn Mawr Board of Trustees, and niece of M. Carey Thomas, spoke eloquently of the need for a "new world of equal relationships" between men and women. She argued that increased cooperation within the two-college community would provide a better way for men and women to discover this new world than the admission of women to a predominantly male Haverford.

After careful study, the Bryn Mawr trustees had developed a series of proposals to strengthen the appeal of both colleges and enable Haverford to achieve a larger measure of coeducation on its own campus. The proposals called for joint Board and Faculty councils on cooperation, for extensive joint recruiting emphasizing the benefits of the two-college community, and for increased student opportunities to major on either campus (either by transferring or by taking a new double degree reflecting the work done at both colleges). Since the number of students choosing such options



Walter C. Michels (1906-1975), Professor Emeritus of Physics

might not be sufficient to meet Haverford's desire for more upper-division women, Bryn Mawr suggested that Haverford admit women as transfer students into its sophomore and junior classes. But for high school applicants the doors to the two-college community would continue to be Haverford for men and Bryn Mawr for women.

When the Haverford Board met on December 10, 1976 to make its decision, the Managers received a thoughtful and detailed twenty-

two-page report by a committee of seven Managers. The report recommended "creative action" to enlarge two-college cooperation along the lines of the Bryn Mawr Board's proposals and of new suggestions made by Haverford faculty members and students on both campuses. It said that the Bryn Mawr proposals "call for a response from Haverford that demonstrates our determination to maintain and to enhance this partnership of mutual interest and respect." As to the achievement of coeducation, the Board committee urged that Haverford continue "to place its primary reliance upon its unique cooperative relation with Bryn Mawr." By admitting women as transfer students—but not as freshmen—Haverford could open enrollment to women "on a limited basis with due regard for the character of the Two-College Community."

The Haverford Board accepted the Bryn Mawr Trustees' proposal for a Joint Board Council on Cooperation, and decided to admit women as transfer students in the fall of 1977. It did not, however, adopt and try to impose the rest of the committee recommendations on a still divided Haverford. Instead it distributed the report to all members of the two-college community and called for further discussion of the various proposals by joint committees of the faculties, administrations and student bodies of the two colleges.

No one can predict the results of the discussions now beginning, but we can welcome the fact that they will be joint. Following Quaker procedures, Haverford's Board concluded that a more thorough effort should be made to achieve a two-college consensus. With feelings so strong, a "victory" for either side would have been pyrrhic—at least in terms of future cooperation. We now have a fresh opportunity to plan together the future of the two-college community, and the two boards have created a promising framework in which to do this.

### **International Bryn Mawr**

Beyond those local horizons, the efforts to strengthen Bryn Mawr's international dimensions have continued this year. To assist



the College become more truly a school of the world, with a special involvement in international women's education, the Bryn Mawr Board in 1975 established an Advisory Council on International Programs. Some 175 alumnae and friends of the College with international interest and experience from 30 countries have joined the Council, which has held two annual conferences at the College to review Bryn Mawr's international plans.<sup>1</sup>

We are now seeking to involve the College's 750 to 800 alumnae living in other countries. Our aim is to develop a world-wide network that will be as concerned, inventive and helpful with the College's international programs as alumnae are in this country with recruiting, scholarships, fund-raising and career planning. In the decades ahead Bryn Mawr's role in women's education internationally can be just as significant as its pioneering role in American women's education was during the College's earlier years.

In two trips to the Middle East this year I have explored the part the College might play in the higher education of women from a region where such education is still the exception. Many young Arab women are learning by closed-circuit television in much the way Carey Thomas had to sit behind a screen at Johns Hopkins University so as not to see or be seen by male students or professors.

When I talked about this with an Arab leader who is now a Bryn Mawr parent, he laughed (perhaps a little uneasily) and said, "So my daughter is going to be a pioneer." His daughter says, "It is at Bryn Mawr that I learned what a woman can be."

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<sup>1</sup>Reports on these Council meetings are available on request. The meeting in October 1976 centered on a lively discussion of the College's relations with Iran and the USSR and the general issue of freedom of inquiry and academic work under dictatorial regimes of left and right. The Council began with the opening of the first exhibition of the Ukiyoe Woodcut Print Collection given to the new College Print Room by Margery Hoffman Smith '11, and with an evening in honor of Elizabeth Gray Vining '23, former tutor to the Crown Prince of Japan.

Arab oil may make it possible for an increasing number of young women to come to Bryn Mawr from the Middle East, with their families—or governments—paying the travel, tuition, room and board costs. But even from that region many outstanding applicants are unable to come because they lack the means and Bryn Mawr lacks sufficient scholarship funds to assist them. In many countries around the world currency restrictions make it practically impossible for students to study abroad, and American government restrictions on employment by foreign students make it difficult for those who get here to earn much of their way through college. Moreover, state and federal loans which assist so many young Americans are not available to foreign students.

A priority in Bryn Mawr's new international effort, therefore, is securing scholarship aid and loan funds for foreign students from all continents while also recruiting students who are self-supporting or fully funded. Thanks to expanded international recruiting the number of foreign students has grown from 66 in all three schools in 1973 to 93 in 1976. Scholarship aid is being provided to 20 of 41 foreign undergraduates. Most such aid must come from the College budget, unlike aid for American undergraduates, most of which comes from annual Alumnae Regional Scholarship funds, income from past endowment gifts, and government or special grants.

Thus in establishing endowed scholarships for foreign students, securing scholarship support from international corporations or other governments, and raising aid funds annually from alumnae and friends of the College, we will be taking a pressing burden off the budget while increasing the diversity of the student body and enriching the cultural life of the College. We will also be doing our part to see that women in other countries are not denied the opportunity to study abroad, which so many men have enjoyed in the past. Most male leaders in Africa and Asia, for example, have been able to attend colleges or universities in the West; it will be a new form of discrimination if women now find the ways to do this closed just as the doors are opening to them in so many areas of the world.



Elizabeth Gray Vining, Trustee Emerita

One-way traffic to Bryn Mawr is not our intention. Americans need to learn about the world beyond their shores as much as any foreign student.

A number of Bryn Mawr students are now able to study or work abroad, through the College's excavations in Turkey and Italy, summer institutes in France and Spain, European Fellowships,

anthropological expeditions, Commonwealth Africa Scholarships and the Bryn Mawr-Japan exchange in honor of Elizabeth Gray Vining. This year Bryn Mawr was added to the list of colleges nominating students for the Thomas J. Watson Fellowship Program for overseas work, and a small international loan fund created through an anonymous donation enables a few other students to undertake special projects abroad. Faculty members are aided in their overseas research by the Alee Hardenbergh Clark Faculty Research Grants and by a Kenya Fund established by the family of an East African-Indian student now at Bryn Mawr.

Maintaining these programs on a self-supporting basis, and where possible extending and supplementing them, requires regular effort. Fortunately, members of the International Advisory Council (co-chaired by Barbara Cooley McNamee '42, Patricia Hochschild Labalme '48, and John S. Lawson, international business executive and father of two alumnae) working with interested faculty, are providing more and more of the attention and initiative needed. Pending projects, for which funds are being sought, include a revolving reciprocal international loan fund, which will enable foreign students to cover part of their expenses by taking a loan from the College to be repaid later on flexible terms in their home country's currency. Bryn Mawr students and faculty working in those countries could in turn draw on the accumulated funds, repaying the College in dollars. Another major effort is the need to provide support for dissertation research overseas. The dean of the Graduate School of Arts and Sciences considers this the "most critical shortage" because "more and more disciplines join the obvious ones (Anthropology, Archaeology, History, History of Art, in addition to English and the foreign languages) in encouraging students to work with primary source material abroad, or to develop topics of international reference in the social sciences."

As the new year begins, an extraordinary opportunity has opened for an academic program in Rome involving especially our depart-



Edward H. Watson (1903-1975), Professor Emeritus of Geology

ments of Archaeology, History of Art, History of Religion, Italian, and Latin and the interdepartmental Growth and Structure of Cities. Anne Milliken Franchetti of the Class of 1940 has offered the College her villa located on 25 acres near the Appian Way. After careful investigation of the problems involved and after consultation with interested faculty, Bryn Mawr's Trustees have decided to accept this great gift, assuming formal faculty approval of the academic plan for its use and no legal barriers. Initial plans are being

developed by Archaeology Professor Kyle Phillips, director of the College's successful Etruscan excavation at Murlo. The program, proposed for graduate students, advanced undergraduates and faculty, will have to become fully self-supporting, as are the Bryn Mawr excavations and summer institutes.

It must be stressed that Bryn Mawr's international plans do not all involve a flow of students and faculty, to and fro, home and abroad. There is educational value in the long journey, but not all cultural frontiers are found on a map; some can be crossed only, or best, in a library or a classroom. Miles do not measure the distance to the world views of ancient Christianity, Judaism, and Islam, but books and teachers may point the way. Professorships and lectureships in the three great monotheistic religions and library resources to support their study at Bryn Mawr are among our important goals. In addition, we need to complete the supporting fund for Hispanic and Hispanic-American Studies, as well as secure support for Arabic and Hebrew language teaching, for rotating lectureships in Middle Eastern and African Studies and in the problems of the United Nations, world peace and development. In each of these areas additional library resources will be important.

Beyond such curricular needs, Bryn Mawr must not neglect its special concern for the advance of women internationally as well as in the United States. This fall's symposium on *The French Woman Today: The Tighrope Act*, assisted and addressed by French alumnae, demonstrated the potential for international collaboration in a comparative study of the status of women in different parts of the world. Last summer Bryn Mawr's Career Planning Office and the Mid-Atlantic Higher Education Resource Services (HERS) jointly sponsored a Summer Institute for Women in Higher Education Administration. It was designed to help academic women prepare for administrative posts and funded by the William H. Donner Foundation. We hope to include in the 1977 session women from universities in other countries who might benefit from an intense exposure to the American experience—and might organize similar

programs when they return home. Our two recent summer institutes on the teaching of Russian, including Russian for businessmen, have also led to a program with international ties. The Russian Department has enlisted the participation of linguistic scholars from the Pushkin Institute in Moscow for next summer's Russian Language Institute at Bryn Mawr.

While many American institutions seem to be withdrawing from involvement with the world and turning inward, it is noteworthy that Bryn Mawr is reaching out, inventive and serious about its responsibilities in international education. During World War II Katharine McBride said: "When the war is over, educated, disciplined, civilized women will be needed to help in the reconstruction of the world—abroad and at home." With a new post-war era beginning, educated, disciplined, civilized women and men are needed more than ever. In the reconstruction of the world, it is probably earlier than most people think and Bryn Mawr belongs in the forefront of that enterprise.

### **Law and Social Policy**

Another academic innovation is the new program in Law and Social Policy developed in the last two years in our Graduate School of Social Work and Social Research. Proposed by an interdisciplinary planning committee whose work was supported by grants from the Ford Foundation, the William Penn Foundation, and the Norman Foundation, this program will lead to a Master of Law and Social Policy degree. The new degree is designed to supplement a Master of Social Service degree. Most students will earn the two degrees during a three-year combined curriculum; social work practitioners and others with advanced degrees may earn the supplementary degree in a single year of study. Thanks to a founding grant from the Carnegie Corporation, the program is now underway. The coordinator is Assistant Professor Richard Gaskins, who has doctoral degrees in both law and philosophy from Yale. Also teaching and editing the program's materials and casebooks is

Professor of Law Howard Lesnick of the University of Pennsylvania Law School, who is assisted by a practicing attorney, Leslie Price.

As a sometime lawyer and law teacher, I agree that law is too important to be left to lawyers. It was a special privilege to participate in the planning of this unusual curriculum, along with faculty colleagues from several social science disciplines and with the counsel of Judge Edmund Spaeth, chairman of the College's Board of Trustees and Judge Arlin Adams, chairman of the Advisory Board of the Graduate School of Social Work and Social Research. The program is designed to produce a new breed of social worker who will be more effective in the many areas where law and social service meet.

Many social work graduates already find themselves engaged professionally in some aspect of the legal system, such as prison and parole work or action involving administrative agencies or federal, state, and municipal legislation. It will be interesting to see the effect of the study of law on these professionals who are outside the frame of the legal adversary system. Will they use their knowledge mainly to win non-court cases for clients in their new roles as advocates for the poor, or to seek social justice by changing institutions that perpetrate injustice?

Professor Abram Chayes of the Harvard Law School says this program points the right way not only in social work education but in legal education as well. Contracts, Property, Torts, Procedure, Criminal Law—the core of most law school curricula—were designed for the nineteenth century and a system where disputed private arrangements were assumed to be the center of legal concern; now, with public arrangements more and more decisive in economic and social life, public law issues, such as those around which Bryn Mawr's new curriculum is built, require far greater attention.<sup>1</sup>

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<sup>1</sup>For an elaboration of this thesis about the massive and growing significance of public law, see Abram Chayes, "The Role of the Judge in Public Law Litigation," 89 *Harvard Law Review* 1281 (1976).





Henry J. Cadbury (1883-1974), Trustee Emeritus

This program may indeed suggest a twentieth-century architecture for both legal and social work education, but good architecture requires capital. We must now find the additional support, especially for scholarships, to realize this program's potential. About 25 percent of the students of the Graduate School of Social Work and Social Research are from minority groups; substantial student aid will be required to enable many of these students to continue for an additional year in the Law and Social Policy curriculum and be among the first of this promised new breed.

## The Campaign

Student aid, faculty support and library resources—the three financial needs of the new law program, for example—are, of course, the central needs of the College as a whole and were the focus of the Campaign for Bryn Mawr at the Tenth Decade. The Campaign not only greatly helped us to meet these continuing general needs; often it contributed directly to academic innovation, as in the Law and Social Policy curriculum.

Another example of the Campaign's creative impact is the \$500,000 grant from The Andrew W. Mellon Foundation which helped the College break away from the constraints of tenure in a steady-state financial situation. That grant enables us each year to bring to Bryn Mawr two outstanding young teacher-scholars in the Humanities to teach half-time in their areas of specialty (which are often interdisciplinary) and do research half-time. It thus adds graduate seminars or advanced courses which the College could not otherwise afford, and provides these post-doctoral Mellon Fellows with an unusual opportunity at the start of their careers. Support is still being sought for an integral but so far unfunded part of Bryn Mawr's proposal to the Mellon Foundation: the purchase of books to be suggested by these Fellows as basic library resources for their particular fields.

As my mind dwells on all the skillful work done by hundreds and hundreds of Campaign workers across the country and around the world, the drive remains a source not just of funds but of inspiration. The "concluding surge of generosity" that last year I wrote would be necessary in order for us to reach the \$21 million goal did in fact come to pass. All of us inside the great dinner tent on the evening of May 22 were swept to our feet as unprecedented reunion gifts of more than \$665,000 took us past the \$21 million goal—reaching a record total of nearly \$5 million in cash gifts for one year. Then I was able to make the surprise announcement that in the last days of the drive the million dollar barrier for a single gift had been

twice broken, first by an anonymous family foundation which pledged \$1 million to the College's crucial unrestricted endowment, and second by another anonymous donor who increased her contributions to a total of \$1 million and in doing so established the Rhys Carpenter Chair in Archaeology.

When Campaign chairman Barbara Thacher was given an early 19th century arm chair, with owls perched on the back and verse paying tribute to her imaginative, thoughtful and altogether extraordinary leadership, it particularly symbolized those special achievements—endowed professorships—that enhance and support the faculty as permanent commitments of the College. At Commencement, in presenting the speaker, I reported the establishment in her name of the Dorothy Nepper Marshall Chair in Hispanic and Hispanic-American Studies. Campaign gifts have also endowed the Fairbank Chair in Humanities and the William R. Kenan, Jr. Chair, and added substantial endowment to the Marjorie Walter Goodhart Chair in European History and the W. Alton Jones Chair in Chemistry. In addition, through the Campaign but not to be counted in the Campaign total, came a pledge from Isabel H. Benham '31 to establish by bequest a professorship in Business Economics, another unusual “first” in what David Riesman calls “the Bryn Mawr saga.”<sup>1</sup>

## The Gap

It must be noted, however, that despite these great gifts and pledges, the Campaign fell more than \$3 million short in one important respect: the effort to add \$15 million in new endowment. “Where else but Bryn Mawr could you go over the top and still not make your goal?” asked Thomas Thacher, husband of the Campaign chairman. The answer is: at almost any major independent college or university in these curious times.

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<sup>1</sup>Writing as the son, brother and husband of Bryn Mawr women, David Riesman notes that “sagas are the work of individuals, in the creation, the maintenance, and the retelling.” *A College in Dispersion* p. xxxiii.

Set back by inflation and recession, we have to run twice as hard even to hold our own. In planning the Campaign we assumed some flexibility in the two sub-goals of \$15 million in endowment and \$6 million in expendable donations. If inflation had not outrun all expectations during the three-and-a-half years of the drive, the shortfall in new endowment would have been mitigated by the extra expendable funds received. But we emerged from the Campaign with a continuing crucial need for more endowment to provide the increased annual income necessary to keep up with rising costs and to close the gap between operating expenses and income.

Last year, after counting all student fees and endowment income, but before applying any unrestricted gifts from the Campaign (including the Alumnae Fund), we had a gap of \$1.9 million—down substantially from the 1974-75 gap of \$2.3 million, but still too large. The 1975-76 gap, which must be filled by gifts, amounted to approximately 20 percent of our budget, down from 25 percent in 1974-75. From 1966 to 1970 the gap grew from 13 to 14 to 19 to 28 to 31 percent of the budget, leading to the substantial economies instituted in the '70s—and to the Campaign. If the College can count upon annual gifts closing a gap of 10 percent, as in prior decades, we have come half way since 1970 to that measure of financial stability.

The principal way of making ends meet while maintaining the quality of the academic program is to increase the income from student fees, either by raising the fees or expanding the number of students. Since 1970 annual tuition and room and board fees have increased by \$2600 to a total of more than \$6000, and the total student body has increased by 273 to a total of 1601 (including 348 full-time and 288 part-time graduate students). Student fees provided 65 percent of the College's operating budget in 1975-76, up from 43 percent seven years ago. But it does not appear possible to increase this income enough to close the full gap and still maintain the quality and diversity of the student body.

To determine how to close the gap further and how to plan future budgets, the Board of Trustees has established an Ad Hoc Committee on Financial Planning.<sup>1</sup> The Ad Hoc Committee's study will be directed by Margaret Healy, an experienced educational administrator, former dean of Rosemont College, 1969-73 vice-president of the Bryn Mawr Alumnae Association, and a Ph.D. in Philosophy from Bryn Mawr.

Together, Miss Healy and the members of the Committee are looking at all major aspects of the College's programs and asking hard questions about our operations. The Committee will consider how the academic program and financial management of the College can be made more efficient. It will estimate the level of gift income that can be expected in the future and will provide operating and capital budget projections for the next five years.

In order to benefit from the experiences of other institutions and better evaluate Bryn Mawr, the College has been granted funds from the Ford Foundation for two comparative studies. The first will

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<sup>1</sup>Members of the Ad Hoc Committee are:

Edmund B. Spaeth, Chairman of the Board and of the Committee

Neal Abraham, Graduate Student in Physics

James M. Ballengee, Chairman of the Philadelphia Suburban Water Co.

Dolores E. Brien, Director of Career Planning

Maria Luisa B. Crawford, Senior Representative of the Faculty to the Board

Eileen Durning Dickinson '41, President, New York State Higher Education Services Corporation

Gertrude Leighton, Secretary of the General Faculty

Margaret Matos, Undergraduate

Edward L. Stanley, Chairman of the Board, Provident Mutual Life Insurance Co.

J. Tyson Stokes, Trustee, former senior partner of Morgan, Lewis and Bockius

Barbara Auchincloss Thacher '40, Trustee and Board chairman of the Resources Committee

James Wood, Trustee, Vice President, The Bank of New York

Ex officio: President Harris Wofford

Dean of the Undergraduate College Mary Patterson McPherson

Dean of the Graduate School of Arts and Sciences Phyllis Pray Bober

Dean of the Graduate School of Social Work and Social Research

Bernard Ross

explore the costs and advantages of consortium arrangements for women's colleges; the second, the fiscal viability of small universities. The Ford Foundation thinks the results should be of interest to other colleges involved in, or considering, graduate work, and to many women's institutions here and in other countries. The Committee expects to complete its studies and make its final report by December 1977.

Margaret Healy's hesitation about accepting this financial assignment recalled a story that Louise Watson '12 liked to tell about how she became Bryn Mawr's business manager. President Thomas called her in to request and insist that she take this responsibility; when Louise Watson, who had just graduated with honors in chemistry, protested that she didn't know anything about business and finance, Miss Thomas replied, "You will!"—and she did, later going on to a pioneering career on Wall Street.

### **A Case for Complexity**

"Would you have come to Bryn Mawr," Trustee Alice Jones asked me recently, "if you had known how consumed you would be with financial problems and fund-raising?" Probably I would have, for the new challenges of Bryn Mawr were certainly interesting to me. Administrators (and trustees) of institutions of higher education cannot escape their financial fate, and the budgetary aspects of this assignment are no doubt good purgatory for someone who tried too long to avoid dealing with family finance.

At the beginning of the Campaign for \$21 million, in a Washington drawing room filled with alumnae, I quoted Emerson's remark that money, "which represents the prose of life, and which is hardly spoken of in parlors without an apology, is in its effects and laws as beautiful as roses." A graduate of the 1920s corrected me: "At Bryn Mawr we never use the word 'money.'" The word may not have been heard in the reception rooms of the early College, but by whatever name funds have been sought relentlessly since Bryn



Rhys Carpenter, Professor Emeritus of Classical Archaeology

Mawr's first "begging committees" at the turn of the century. M. Carey Thomas said she never felt she had done her duty until she left potential donors "with their knuckles white."<sup>1</sup>

The saving grace is that the academic enterprise is worth it. Those whose portraits appear throughout these pages have strengthened us all in that conviction. Among them are some of those whose loss during the years 1974–76 the College community as a whole

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<sup>1</sup>With the support of a grant from the National Historical and Publications Records Commission, the archives of M. Carey Thomas are now being microfilmed so that they may be available to scholars.

has mourned: Trustee Emeritus Henry J. Cadbury, Professors Emeriti Horace Alwyne, Walter C. Michels and Edward H. Watson, Lecturers Adrienne Lockhart and Beth M. Riser, Librarian Emeritus Janet M. Agnew and long-time Director of Career Planning Louise H. Crenshaw.

Much more could be said about these last years at the College, especially about the work of our 27 academic departments, the student bodies of the three schools, and the staff that serves them all. A subsequent volume will list faculty publications. Yet no president or dean can ever adequately know what goes on in the classwork and research of individual teachers or students—and that in the end is the main story.

Looking at the College as a whole and trying to imagine its future, I am confident that it will meet the complex challenges ahead. Recognizing the difficult times before us, the College's Boards of Trustees and Directors last year reorganized and reconstituted themselves as a single Board of Trustees in order to operate more effectively.<sup>1</sup>

We have never been afraid of complexity. Indeed, as I hope this report shows, we thrive on it. That augurs well for us, since, with E. B. White, we "can predict a bright future for complexity." As the husband of Katharine Sargent White '14 explains, "there's no limit to how complicated things can get, on account of one thing always leading to another."<sup>2</sup>

Harris L. Wofford, Jr.

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<sup>1</sup>See "The Triumph of Hope Over Experience," by J. Tyson Stokes in the 1976 Fall *Alumnae Bulletin*.

<sup>2</sup>Quoted in Harlan Cleveland's *A Third Try at World Order* (pp. 103 and x, Foreword), which was presented as a discussion document to the October 1976 meeting of Bryn Mawr's Advisory Council on International Programs. This volume was a culmination of the project of the World Affairs Council of Philadelphia to issue a Declaration of Interdependence, the first draft of which was written by Henry Steele Commager while visiting Bryn Mawr in 1975. Commager, in turn, used as one source the Declaration of Interdependence written by M. Carey Thomas in 1922.



## NEW UNDERGRADUATE COURSES 1976-77

~ ~ ~

### **ANTHROPOLOGY 104b**, Miss Cathie Witty.

#### *Introduction to the Peoples and Cultures of the Middle East*

A critical examination of the anthropological literature on the Middle East and North Africa, for purposes of developing an anthropological perspective on the emerging contemporary cultures and societies of the area. Particular emphasis is devoted to the Arab populations.

### **ANTHROPOLOGY 306b**, Mr. Robert Braun.

#### *Modern Latin American Communities*

Selected problems in contemporary Latin American communities.

### **ANTHROPOLOGY 307a**, Mr. Tadahiko Hara.

#### *Topics in the Ethnography of South Asia*

### **ANTHROPOLOGY 309b**, Mrs. Hiroko Hara.

#### *Topics in the Ethnography of Japan*

### **ANTHROPOLOGY 313b**, Miss Shapiro.

#### *Linguistic Anthropology*

Examination of language as a social and cultural phenomenon. Consideration is given to theoretical and methodological relationships between linguistics and socio-cultural anthropology. Prerequisite: Anthropology 101, Interdepartmental 310a or equivalent preparation in anthropology and linguistics.

### **ANTHROPOLOGY 326b**, Mr. Tadahiko Hara.

#### *Anthropology through Literature*

### **BIOLOGY 355b**, Mr. Steven Treistman.

#### *Problems in Neurophysiology*

A study of the physiology of excitable cells and their interactions.

### **CLASSICAL AND NEAR EASTERN ARCHAEOLOGY 390b**, Mrs. Phyllis Lehmann.

#### *Studies in the Art of Greece in the Fourth Century B.C.*

### **ECONOMICS 307b**, Mr. Li Way Lee.

#### *The Theory of Capital Markets*

Introduction to the theory of capital markets. Emphasis on portfolio theory and applications to individual and firm decisions. Instruments, institutions, and processes of capital markets. Prerequisites: 111, 112, 203.

### **ENGLISH 366b**, Miss Elizabeth McKinsey.

#### *Hawthorne and James*

A study of the short fiction and major works of Hawthorne and James in light of their theories of romance and the novel, their psychic concerns, and their American sensibilities. The course is designed for advanced students and is subject to limitation at the instructor's discretion.

**GEOLOGY 203a**, Mr. Jay Leonard.

*Geomorphology*

A study of landforms and landscapes, erosion agents and processes.

**GEOLOGY 301a**, Mr. Jay Leonard.

*Marine Geology*

With major emphasis on processes occurring on beaches and continental margins, the course integrates modern concepts of fluid-sediment interactions and plate tectonics with the classical approach of marine sediment distribution and sea-floor topography.

**GEOLOGY 306b**, Mr. Jay Leonard.

*Geomathematics*

Applications of statistical measures to geological problems. Students write their FORTRAN programs and use more sophisticated programs available from Uni-Coll. The course begins with basic univariate statistics and concludes with the analysis of multivariate data. Time series techniques and digital filtering are also emphasized. Students use laboratory time learning FORTRAN programming and the use of the Bryn Mawr computer operation.

**GEOLOGY 307a**, Mr. George Stephens.

*Principles of Economic Geology*

An introduction to the formation, localization and exploitation of metallic mineral deposits. Three lectures, three hours of laboratory a week. Prerequisite: Geology 101a and b, 201a or permission of instructor.

**GEOLOGY 307b**, Mr. George Stephens.

*Introduction to Geophysics*

A survey of geophysical principles and techniques including magnetic, gravity, seismic and electrical methods. Three lectures and three hours of laboratory a week. Prerequisite: Geology 101a and b or permission of instructor.

**HISTORY 314 (INT.)**, Miss Jane Oppenheimer, Mrs. Karen Reeds (Andrew W. Mellon Post-Doctoral Fellow)

*History of Scientific Thought*

Changing relationships among developing scientific ideas and other intellectual, cultural and religious traditions. Semester I: Classical and medieval natural history. Semester II: The scientific renaissance and modern science.

**HISTORY 339**, Mr. Arthur Dudden.

*The Great Society*

Programs devised to end poverty, aid education, increase medical care for the elderly, cure the urban crisis—President Lyndon B. Johnson's American dream collapsed in the bitterness over the war in Vietnam. A seminar on the latest and most foreboding chapter in American history.

**HISTORY OF ART 314a**, Mr. Steven Levine.

*Aesthetics of the Film*

**HISTORY OF RELIGION 220a**, Mr. George Kelsey.

*Ethics and Society in Christian Perspective*

Biblical and historical bases for approaching such major ethical issues as abortion,

medical ethics, discrimination, personal rights, public security, which confront contemporary society.

**HISTORY OF RELIGION 222a**, Mr. Paul Lehmann.

*Shapers of Theology in the Twentieth Century*

A study of the major works and themes of contemporary religious thinkers such as Karl Barth, Rudolph Bultmann, Paul Tillich, and Reinhold Niebuhr.

**HISTORY OF RELIGION 315a**, Mr. George Kelsey.

*Ethics and Public Policy*

A study of the relationship of ethical norms to the formulation of public policy, with emphasis on such issues as racial and sexual discrimination, individual freedom, abortion. An interdisciplinary course developed with the Graduate School of Social Work and Social Research.

**INTERDEPARTMENTAL 297a**, Mr. J. H. M. Salmon.

*Le Seizième Siècle à travers le roman historique*

An exploration of the relationship between historical imagination and historical fact; how historical novelists are influenced by the context of their own time and how their interpretations may affect the period of which they write.

**INTERDEPARTMENTAL 313a**, Mr. George Sheets (Andrew W. Mellon Post-Doctoral Fellow).

*Comparative Greek and Latin Grammar*

Some fundamental concepts and methodologies of historical linguistics are introduced along with a study of the linguistic evolution of Greek and Latin from their Indo-European origins to the Christian era, with focus on phonology and morphology.

**INTERDEPARTMENTAL 313b**, Mr. George Sheets (Andrew W. Mellon Post-Doctoral Fellow).

*Greek Dialects*

A descriptive examination of the dialects, a study of their evolution and implications for the pre-history of the Greeks and an analysis of literary dialects.

**ITALIAN 207b**, Mr. Nicholas Patruno.

*Dante, Petrarch and Boccaccio* (in Translation)

An examination of the major intellectual and artistic currents in Medieval and Early Renaissance Italy through a study of these writers' main works. A general knowledge of the history and civilization of the period is advised.

**MATHEMATICS 111a**, Mrs. Françoise Schremmer.

*Calculus*

Mathematics as in 101, but covered in one semester.

**MATHEMATICS 307a**, Mr. Steven Alpern.

*Game Theory*

Types of games, techniques for solving Nim-type games, problems in infinite games, matrix games, mixed strategies and von Neumann's Minimax Theorem; Kuhn's Theorem on games with perfect recall, non-zero sum games and n-person games.

**MUSIC 310a**, Mrs. Hope Goodale.

*The Influence of Spanish Literature on Music*

Spanish drama and prose with emphasis on *El burlador de Sevilla*, *Don Alvaro*, *Don Quijote*, *El trovador*, and an investigation of why such an overwhelming number of non-Spanish composers chose to write music on Spanish themes.

**MUSIC 310b**, Mr. Eugene Wolf.

*Music at the Court of Mannheim in the Eighteenth Century*

Emphasis is on the Mannheim symphony and its models, but attention is also given to the concerto, opera and church music, as well as to the general historical, cultural, social, and intellectual background of the Mannheim school.

**SOCIOLOGY 260a**, Mrs. Janet Griffith.

*Social Control and Deviance*

An examination of the relationship between various types of "deviant" behavior, such as drug and alcohol addiction, mental illness, criminality, and the social institutions concerned with controlling and "correcting" such behavior, such as the criminal justice system, mental health institutions, welfare system.



**NEW COURSES IN LAW AND SOCIAL POLICY PROGRAM  
GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH  
1976-77**

**Judicial Process, Mr. Richard Gaskins.**

A study of how courts interpret, apply, and in an important sense, make the law, probing the judicial method of argument—mastery of which is called “thinking like a lawyer”—as it is used by judges and advocates. Students learn how to read a court opinion and how to frame an argument in legal terms. Consideration is given to variations on the method as it occurs in common law, statutory interpretation, and constitutional law.

**Legislative and Administrative Processes, Mr. Howard Lesnick.**

Concentrates on the less formal and legalistic branches of the legal system: the legislative process with its broad scope for deliberation over the ends of public policy, and administrative bodies, whose role in modern society has increased enormously. This course is built around a series of problems or case studies designed to illustrate the variety of influences on legislative and administrative action, influences in addition to the formal and legal restraints which are built into each process.

**Legal Research and Reform, Mr. Richard Gaskins.**

Introduces students to the basic techniques of legal research and asks them to apply those techniques in formulating proposals for legal reform. Lectures and library exercises are used to communicate essential research skills, including use of court opinions, statutes, regulations, legal scholarship, and the wealth of legal finding aids.

**The Adjudicatory Mode of Dispute Resolution, Mrs. Leslie Price.**

Examines the trial process as a method of resolving disputes and compares this process to such alternative forms as administrative hearings, arbitration, and informal tribunals. Assesses the effectiveness of these processes in a variety of contexts—custody disputes, welfare hearings, criminal cases. A central purpose is to define the procedures necessary for a fair hearing in these different settings.

**Equality and the Law, Mr. Richard Gaskins.**

Equality is central to the legal process as a public policy goal, as a constitutional value, and as the formal ideal of all adjudication. The important tension between the material or substantive notions of equality found in policy planning and the more formalistic sense of equality developed in the judicial process is explored in at least four areas: racial segregation, public education, poverty, sex discrimination. An examination is made of some of the landmark constitutional cases which have led the law toward more substantive interpretations of equality. Recent sociological and economic literature on race, education, and poverty is discussed.

## THE BOARD OF TRUSTEES OF BRYN MAWR COLLEGE

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Elizabeth Gray Vining

\*Nominated by the Alumnae Association



Constance M. K. Applebee introduced field hockey to the United States in 1901. In 1904 she became director of physical education at Bryn Mawr. Photographer Bern Schwartz, husband of Rosalyn Ravitch Schwartz '44, Trustee of the College, captures Miss Applebee at the age of 102 contemplating one of her mementoes and, possibly, what *Ms. Magazine* termed "74 years of bruised shins." In 1907, when the Philadelphia League was formed, the hockey event of the year was a game between the League's best players and Bryn Mawr College.

Bern Schwartz is a photographer by avocation. Other of his portraits of professors and trustees emeriti illustrate this Report. Mr. Schwartz is currently photographing leading statesmen and intellectuals in England and Israel, and preparing for a major exhibition of his work in London.



**BRYN MAWR COLLEGE**  
BRYN MAWR, PENNSYLVANIA 19010

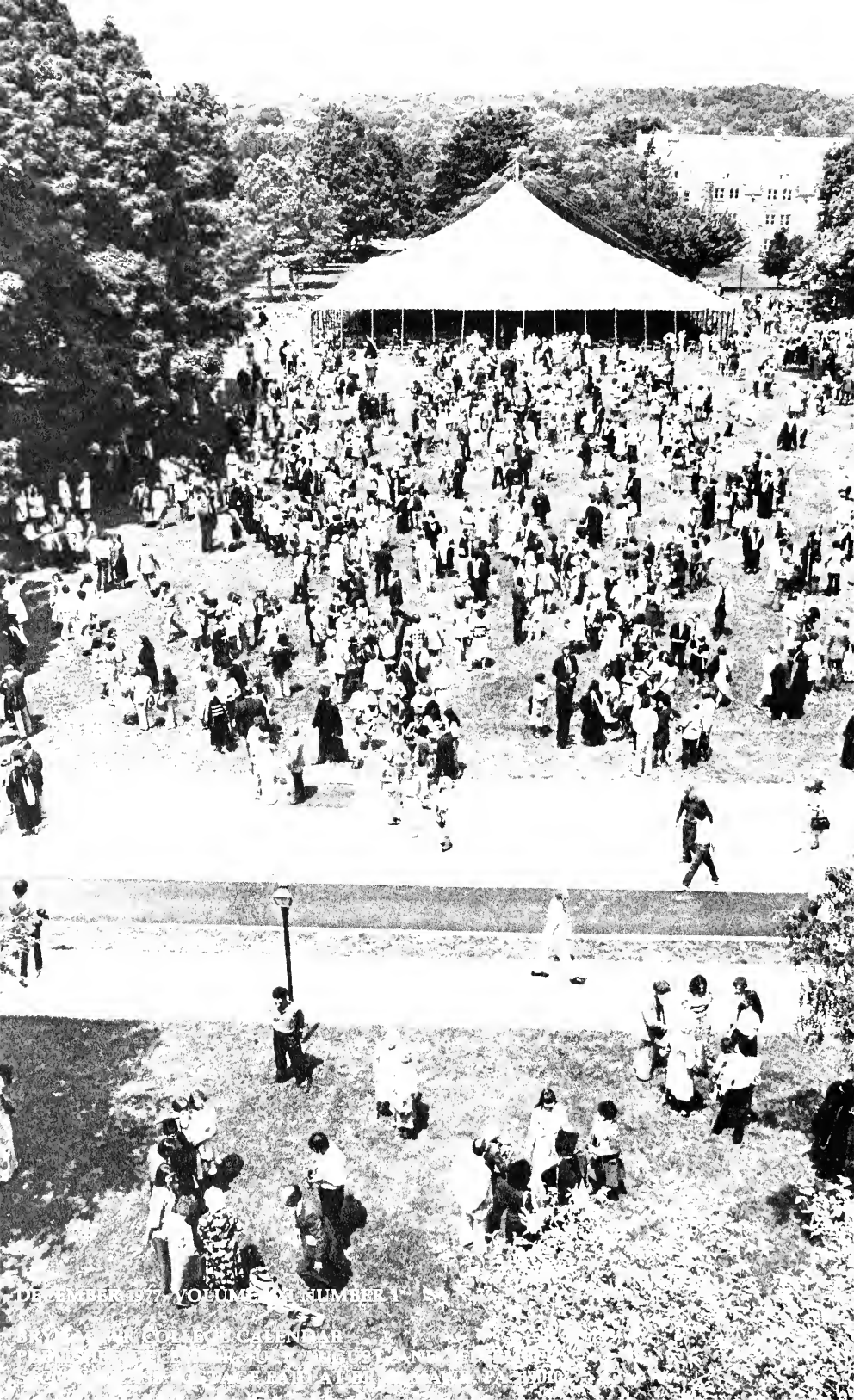


*Bryn Mawr College Calendar*

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# BRYN MAWR

*1977 Report of the President*



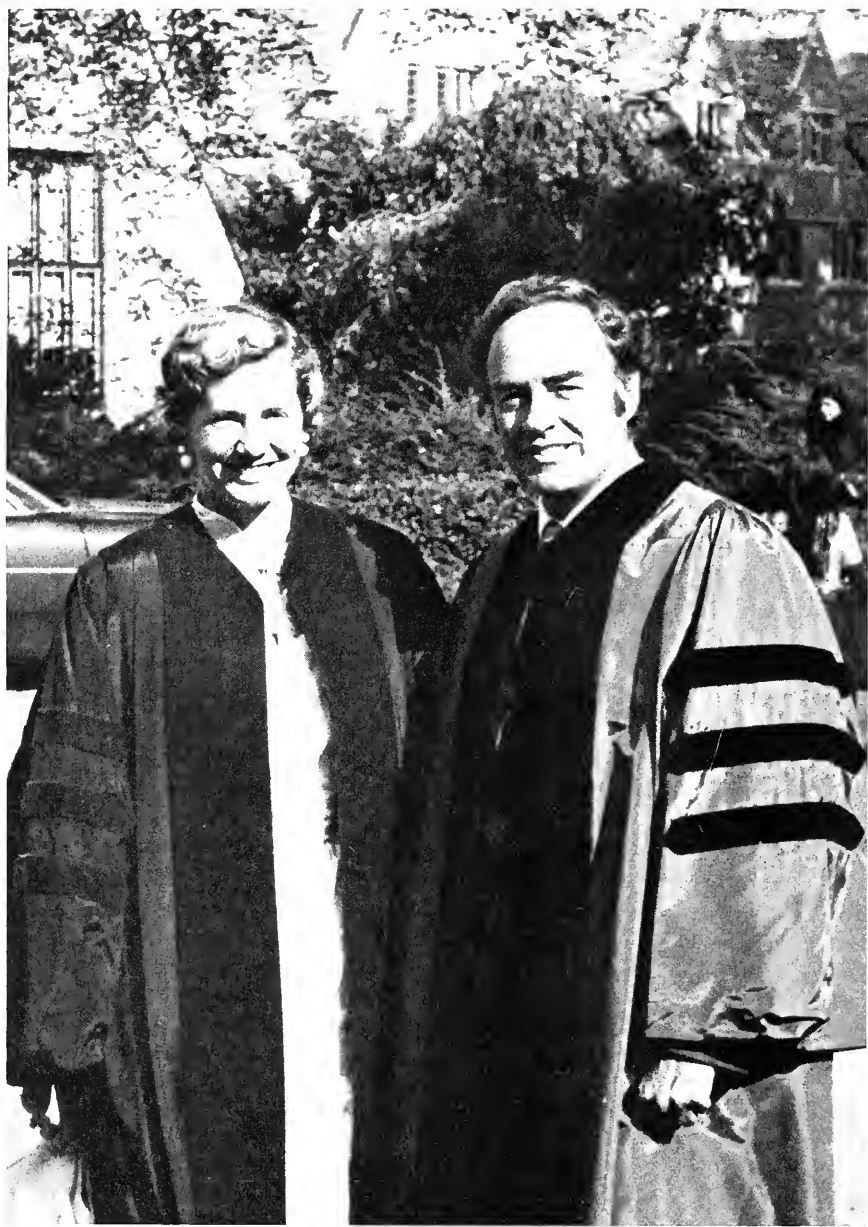
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photograph Rita Grass

Opening Convocation, September, 1977: returning President Harris Wofford with Dean Mary Patterson McPherson, who was Acting President during his sabbatical last spring.

## REPORT OF THE PRESIDENT 1977

**To the Trustees of Bryn Mawr College  
—and to Faculty, Students, Staff, Alumnae and Alumni,  
Parents and Friends of the College**

Writing this on Thanksgiving Day, 1977, and thinking back over the eight and a half years since I was appointed Bryn Mawr's fifth president, I am full of thanks—both for the friendships forged in the service of this extraordinary college and for the whole experience itself. A high point of these years, reflecting Bryn Mawr's best spirit, was the evening of November 4 this fall, when M. Carey Thomas Awards in recognition of eminent achievement were presented to Millicent Carey McIntosh and Katharine Houghton Hepburn. Excerpts from the remarks made that evening to an overflowing and jubilant Goodhart Hall comprise the second part of this 1977 Report.

I refer to my experience at Bryn Mawr as a “whole” because, as most of you know, I have asked the Trustees to initiate the search for Bryn Mawr's sixth president, a process which is now under way.\* Clare and I will feel great sorrow at the parting next summer, but the decision nevertheless seems right. Therefore, in addition to reporting

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\*The Presidential Search Committee consists of: *Trustees*, Edmund B. Spaeth, Jr., *ex officio* and convener, Lovida H. Coleman, Phyllis Goodhart Gordan, Hanna Holborn Gray, Barbara Bradfield Taft, James Wood; *Alumnae*, Marie Leyendecker Cashel, Sheila Cunningham, Martha Stokes Price, Catharine R. Stimpson, Alberta Arthurs, Nancy T. Gerlach; *Faculty*, Elizabeth Read Foster, Richard H. Gaskins, Richard C. Gonzalez, Mabel L. Lang, Joseph Varimbi; *Students*, Carolyn Lee, Vicki L. Weber, Mark Sullivan, Nora Adelman; and *Staff*, Carol W. Campbell.

significant developments in the College's long-term planning, including its continuing relationship with Haverford, I want to give the reasons why 1978 seems to me a good time for a presidential transition—and to add a special personal accounting.

### Transition/1978

In the spring of 1969, when Barbara Thacher telephoned on behalf of the Bryn Mawr Presidential Search Committee, we were in the midst of a student sit-in at the State University of New York's experimental new College at Old Westbury. Clare agreed to give me the message but told Mrs. Thacher she hoped that whenever we left Old Westbury her husband would go to something like a country grocery store and not to work in any college. Mrs. Thacher replied coolly, "Mrs. Wofford, Bryn Mawr is *not* 'any' college." We came to learn how right she was.

In one respect, however, my working hypothesis then—that about a decade is the right maximum term for a college president in these times—has been borne out. Four months of reflection away from the College during a semester's sabbatical last spring, especially the weeks spent reading and writing in the mountains at St. Bonnet, France, confirmed that original judgment. My decision was made with no sense of hurry to find a country grocery store but to ensure that the College would have plenty of time for a smooth transition. From our Alpine perch, the College looked strong, its problems challenging, and its future promising. The consuming nature of a college presidency was also clearly felt, and it argued against anyone's staying too long.

In 1969, the first president of the State University of New York, Alvin Eurich, told me of a study he had done of college and university presidents over the last century: he found that they made most of their major contributions within ten years. Beginning with the 28-year term of M. Carey Thomas, Bryn Mawr may have been an exception in the past, but such a maximum term seems to make good

sense now. A staunch and well-established institution like Bryn Mawr can particularly benefit from a fresh perspective. As the College approaches its Centennial, it needs an administration able to commit itself over another substantial period, ready to promote constructive change without threatening Bryn Mawr's remarkable continuity.\*

The academic year 1978–79 is an appropriate time for such a transition. At Bryn Mawr, the Trustees' Ad Hoc Committee on Financial Planning will have completed its work, and the College will be launched on a carefully designed five-year plan to assure its future strength. The 1977 agreement for greater cooperation with Haverford College will have been worked out, department by department. With Haverford also seeking a new president, following the resignation of John R. Coleman last spring, the way is open for a new era in the life of the two-college community, and it would do well to begin with two new administrations.

To these reasons, I would add what I wrote to alumnae and alumni in September, that I would not respect and love Bryn Mawr as I do if I did not think that most of the time its president would be a woman. Ten years ago when alumnae were asked whether sex should be a consideration in the search for a new president, most replied, "No preference," but probably most of them assumed that on merit alone the president would be a woman. After working with the women of Bryn Mawr, I can understand why that is a reasonable assumption. I do think that most of the time Bryn Mawr women—and men—should see a woman at the top, at least so long as there are so few women heading major institutions.\*\*

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\*Another search committee, headed by Barbara Thacher, is seeking a new dean of the Graduate School of Social Work and Social Research. Bernard Ross, who has been dean since 1969, leaves Bryn Mawr after 20 years on the faculty to become Dean of the School of Social Work of Portland State University in Oregon.

\*\*Congratulations go to my alma mater, the University of Chicago, which this December appointed Hanna Holborn Gray its tenth president. Provost and Acting President of Yale, Mrs. Gray entered Bryn Mawr at 15, graduated *summa cum laude* in 1950, taught history here from 1953 to 1954, and is now a Trustee.

## The Two-College Community

Yet if Bryn Mawr remains predominantly a women's college, it is less than ever an isolated, single-sex institution. Many students learn to appreciate the value of a women's college after they have been here but say they would not have considered Bryn Mawr except that it participates in a lively two-college coeducational community. Moreover, with the explosion of knowledge and fields of study in the last half century, cooperation with neighboring institutions is the best way a small college can make new opportunities available to its students without overextending itself.

A year ago, as the President's Report went to press, I reported that critical discussions were beginning between the Haverford and Bryn Mawr faculties on the form of future cooperation, and that no one could predict the results. In deciding to admit women as transfer students but not as freshmen, Haverford's Board of Managers called for a more thorough effort to achieve a two-college consensus. The Haverford Board's committee on coeducation had called for "creative action" along the lines of the proposals for more extensive cooperation made earlier in the year by Bryn Mawr's Trustees, but both Boards looked to joint committees of the colleges' faculties, students and administrations for the appropriate next steps.

Before I left on sabbatical last January, the deliberation had started. It was reassuring to watch the statesmanship with which colleagues proceeded to think through and finally agree upon the framework for comprehensive coordination of academic resources. The plan involved three different types of programs, all to be open equally to students of both colleges:

*Noncounterpart programs:* Each college will continue to have some majors and programs that do not exist at the other and, through joint planning, will seek an equitable balance. (At present, Bryn Mawr has six such programs—Classical and Near Eastern Archaeology, Geology, Growth and Structure of Cities, History of Art, Italian and Russian—and Haverford, two—Astronomy and Fine Arts.)



*New federated programs:* New bi-college majors or programs will be developed, when necessary and practical, and will be staffed with faculty of both colleges.

*Counterpart programs:* Cooperation in the majority of the colleges' departments, which have counterparts on the other campus, will aim at strengthening and enriching the major at each college by broadening the range of coverage of the discipline, eliminating unnecessary duplication of effort, and increasing the diversity of approach to the subject. No single model for such departmental cooperation was required, but several were suggested. Departments may choose to develop either a single major or two different majors. If two counterpart departments choose to emphasize the distinctiveness of separate majors, then students may choose freely between them.

Declaring that "increased educational diversity and enrichment can be achieved in the face of difficult fiscal realities through the sharing of educational resources," the faculties of the two colleges adopted the new plan in the spring of 1977, to go into full effect by March 31, 1978. The document, which both governing boards ratified, states the following objectives:

Planned cooperation will permit each college, not only to broaden its programs, but to maintain common traditional strengths based on such factors as small size, close student-faculty relationships, high academic standards for both students and faculty, and student and faculty responsibilities for self-government. In addition, it will permit each college to maintain its distinctive traditional strengths: Haverford's tradition of Quakerism in its decision-making and community affairs and its dedication to undergraduate education exclusively; Bryn Mawr's traditional role in the education of women and its commitment to both graduate and undergraduate education.

It is essential to strengthen each college's position in the competition for highly qualified students. Both colleges face major problems in admissions because of the projected shrinkage of traditional applicant pools and increased competition from other colleges and universities. It is hoped that cooperative recruiting efforts will strengthen and enlarge the

applicant pools of both colleges and will help to mitigate these admissions problems. Furthermore, the two colleges seek through this plan a stronger educational program, with the advantages of a small college and the academic resources of a much larger one, that will be more attractive to students and will make intellectual life more attractive to scholar-teachers than programs achieved by either college on its own or by merging the two into one institution. It is proposed to develop more fully the potential of the two colleges to generate a novel and exciting educational-social environment which could achieve a viable alternative to conventional coeducation.

This constructive and far-reaching plan commits the two colleges to full consultation with each other—seeking agreement and not mere notification—before any decision is made that will have a significant effect on the other college

To realize the recruiting potential of the new arrangement, the Haverford and Bryn Mawr admissions offices have already published an interesting and attractive joint prospectus, portraying the reality of our unique two-college community. That brochure and other joint efforts by the colleges' staffs, students, and alumni and alumnae seem to be making headway in conveying the complex appeal of this unique bi-college community to the coming generation of high school graduates. Thus, after times of tension in their relationship, Haverford and Bryn Mawr have reached a new plateau on which steady progress can be expected.

### **Fiscal Realities**

Difficult fiscal realities are not new to either college, nor to any part of American higher education. The effects of the rising costs of the 1960s were evident when I arrived at Bryn Mawr. The gap between income and expenses (before the application of unrestricted gifts) had grown from approximately \$600,000 (or 13.5 percent of the budget) in 1966–67, to just over \$1 million (or 19 percent) in 1968–69, to \$1.8 million (or 28 percent) in 1969–70, and \$2.2 million (or 31 percent) in 1970–71.

The unhappiest hour of my first weeks in Taylor Hall came when I received the Treasurer's preliminary report estimating that the 1970–71 deficit (*after* all gifts received that year were applied) would be more than \$1.2 million. With the \$4.5 million appropriation for a new heating plant already required, such a drain on the College's crucial unrestricted funds could not continue.

Most of you are familiar with the action that followed; indeed, you made possible a central ingredient, the successful Campaign for Bryn Mawr at the Tenth Decade (the final report on which was sent out this fall). Through a steady-state academic program, major economies in administrative services, very low salary increases, substantially increased student fees, and an expansion of the undergraduate student body, the gap between income and expenses, before the application of unrestricted gifts, was reduced by more than \$700,000 in two years (to \$1.8 million, or 22.5 percent of the budget in 1971–72, and \$1.5 million or 19 percent in 1972–73). The Campaign for \$21 Million was simultaneously launched to close the gap further by adding \$1 million in annual income through increased endowment and a higher level of annual giving. As a result of this austerity plan and the annual unrestricted gifts generated by the Campaign, for two years (1972–74) there was no drain on the restricted reserves.

You also know what happened next. The second unhappiest time in Taylor Hall was at the end of 19 months of the Campaign, when we were counting \$9 million in gifts and pledges: we received the Treasurer's Report showing that during the same period the collapse of the Stock Market had caused the value of the College's endowment to drop by approximately \$9 million. To compound the problem, recession was coupled with inflation, and fuel costs alone increased by \$234,000 or 52 percent in 1974–75. We were back with a gap of \$2.3 million or 25 percent of the budget.

Since it was clear that even with success in the Campaign the gap remaining to be closed each year by gifts would be much too large and that remedial action would be required, we issued in December 1975

the President's Report, *Facing Facts*. I ended that assessment of the financial state of the College with the words of Elizabeth Gray Vining '23: "Truth may wound but the wounds it makes are clean, and we rise from them stronger."

That is, I believe, just what is now happening at Bryn Mawr. Chairman of the Board of Trustees Edmund B. Spaeth wrote to the College community last October about the work of the Ad Hoc Committee on Financial Planning, established by the Trustees at the Campaign's end in the spring of 1976. The committee included representatives of the faculty, students, administration, alumnae, and trustees; two outside business executives participated; its study was directed by Margaret Healy, now the College's Acting Treasurer.\* For more than a year and a half, assisted by a Ford Foundation grant, this committee studied the College's finances in order to respond to the Trustees' mandate that plans be adopted to achieve a balanced budget.

By the spring of 1977, subcommittees on net student income, gift and grant income, operating and capital budget projections, student services, administrative services, management and planning, and the academic program had analyzed those elements and reached certain conclusions. The Finance Committee of the Board confirmed the projections on endowment income and on gifts and grants, and agreed with the Ad Hoc Committee that some \$1 million a year—currently about 10 percent of the College's general funds budget—could be anticipated in annual unrestricted gifts and assumed for budget planning. Noting the 1976–77 gap of \$2.1 million or 19.5 percent of the budget, the Trustees directed that within five years the

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\*Judge Spaeth chaired the Ad Hoc Committee on Financial Planning whose members were: Neal Abraham, James M. Ballengee, Phyllis Pray Bober, Dolores Brien, Maria Luisa Crawford, Eileen Durning Dickinson, Willard King, Gertrude Leighton, Margaret Matos, Mary Patterson McPherson, Bernard Ross, Edward L. Stanley, J. Tyson Stokes, Barbara Auchincloss Thacher, James Wood, Miss Healy and I.

budget should be balanced—that is, the gap should be no larger than can be covered by annual unrestricted gifts.\*

### Long-range Plans

The Ad Hoc Committee proceeded to develop a five-year plan for 1978-83. In doing so, it recommended that student fees should be increased to keep up with inflation but in order to remain competitive should not be raised at the rate of recent years. Undergraduate tuition, room and board total \$6615, up 128 percent since 1968. Even assuming increased income from part-time continuing education students from the community,\*\* the Committee concluded that substantial reductions—amounting to a total of \$1.2 million—would be required in both academic and administrative programs.

On the non-academic side, reductions were not easy to find. Positions in Buildings and Grounds and Residence Halls have been reduced by 25 percent—or 48 people since 1970-71 (with cumulative savings of \$1.8 million). Conservation measures have cut energy use by 15 percent, though more can still be undertaken. Maintenance of College property is already at a minimum, but with greater efficiency there is room for improvement without increasing costs. Altogether, further staff and administrative savings totaling \$500,000 were recommended, including reduction of the non-academic staff by 33 positions, mostly through retirements.

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\*The actual amount of such gifts in 1976-77 was \$1,172,584. The gap at 19.5 percent between income and expenses, before the application of gifts means that the College is about half-way between the 31 percent gap of eight years ago and the 10 percent it can sustain through annual unrestricted gifts.

\*\*In 1976, the faculty approved a new category of special students, who would take courses in the Undergraduate College for credit but not for degrees. Under the direction of Caroline Stern Moore '56, such students from the community are registered in courses where space is available. The 43 such students in the 1977 fall semester range in age from 17 to 71. They brought in income of \$32,800. Mrs. Moore now heads a College committee planning an expansion and extension of this program.

To achieve the additional \$700,000 needed in savings, the Ad Hoc Committee asked the Subcommittee on the Academic Program (including the Secretary of the General Faculty, the senior faculty representative to the Board, and the deans) to recommend reductions. The subcommittee proposed that as a rule there be no replacements for anyone on sabbatical or junior leave, and that replacements of members of the faculty who retire or leave not be considered automatic. The Board of Trustees adopted this new policy in March 1977 (with an estimated \$65,000 in annual savings from the change in leave policy).

To assist in the further studies necessary to recommend additional savings in the academic program, the subcommittee requested the participation of members of the faculty's Committee on Appointments and Committee on Academic Planning. Throughout the spring and summer the faculty participants and deans met to consider trends in course offerings, student registrations, class sizes, faculty workloads, degrees granted in undergraduate and graduate schools, the Haverford/Bryn Mawr exchange, faculty compensation and other issues of quality and quantity including Bryn Mawr's student/faculty ratio of eight to one.

Reviewing the programs of colleges and universities similar in size to Bryn Mawr, and considering future financial prospects, the enlarged committee \* came to the conclusion that our present academic offering of 32 undergraduate majors, 28 Master's programs and 27 Ph.D. programs is overly ambitious. A reduction in the number of programs seemed essential; with fewer programs our resources could support better the ones we have. By the end of summer the committee unanimously recommended the termination of four undergraduate programs, four M.A. programs and four Ph.D. programs,

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\*In addition to Deans McPherson, Bober, and Ross, and Miss Healy, the spring and summer committee consisted of Professors Maria Crawford, Mary Dunn, Richard Gonzalez, Gertrude Leighton, and Frank Mallory.

and the reduction of the faculty from 157 full-time equivalent positions to 132, largely by retirement or attrition, over a five-year period.\*

The full Ad Hoc Committee gave a "first draft" of its report to the Trustees on October 1. The Board approved the financial framework of the proposed five-year plan and, as the Committee had suggested, asked that the draft be circulated to the College community and that the faculty be consulted on the academic recommendations. At a special meeting on October 4 the General Faculty established a review committee consisting of the members of the Committees on Academic Planning and on Appointments, the faculty's two major elected committees. To these were added the two undergraduates who met with the Committee on Academic Planning and one student each from the Graduate School of Arts and Sciences and Graduate School of Social Work and Social Research.\*\*

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\*The summer recommendations called for discontinuance of a small interdisciplinary major, French Studies; the discontinuance of History of Religion as an independent department at Bryn Mawr by not replacing a senior professor and by the development of a joint program with Haverford and Swarthmore in which Judaic studies and language courses would be Bryn Mawr's primary contributions; and the reduction of Italian from two positions to one unless outside funding could be secured. These were undergraduate programs with no graduate component.

The College was also advised to phase out three graduate programs not offering undergraduate majors: History of Science and Mediaeval Studies, both very small programs, and Education and Child Development, a large department with auxiliary programs, the Child Study Institute and the Phebe Anna Thorne School. These two programs were asked to become self-supporting.

Music was recommended for discontinuance as a separate department with both undergraduate and graduate programs; history of music would be taught at Bryn Mawr in an undergraduate major based largely at Haverford; support for musical activities at Bryn Mawr would be continued.

Individual departmental reductions of one or more positions, usually by retirement or attrition, were recommended in Anthropology, English, French, Geology (unless outside support is found for the fifth position), History, Mathematics, Philosophy, Political Science, Psychology, Russian, Sociology, Spanish, and Social Work and Social Research.

\*\*The review committee was chaired by Professor Robert Burlin. Other members were: Professors Nancy Dorian, Mary Dunn, Richard Gonzalez, Catherine Lafarge, Machteld Mellink, Judith Shapiro, Ruth Stallfort and Joseph Varimbi, and students Melanie Edwards, Alison Hymes, Kathleen Pokstefl and Ann Steiner. Miss McPherson and I attended most of the sessions.

From early October until early December the review committee met most days or nights to hear every affected department as well as many of those not immediately affected. It consulted with the College's Graduate Council, with the Student Self-Government Association's special review committee, and with Haverford's Educational Policies Committee. It received and studied, as did the whole Ad Hoc Committee and the Board, the recommendations in a thorough report by the student review committee.\* Advisory meetings were held in each student hall, and there was involvement of students and faculty at our other cooperating institutions, Swarthmore College and the University of Pennsylvania, as well as at Haverford. During this period, many alumnae and alumni, parents, and other friends of the College, informed by Judge Spaeth's October letter or by concerned colleagues, wrote comments and criticism, which were also considered.

In its final report, the review committee proposed some significant modifications but on the whole found the summer recommendations "thoughtfully and carefully conceived with a primary concern for the welfare of the College."\*\* For "an unwelcome and thankless task, not

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\*The S.G.A. Committee, chaired by Diane Lewis, with Martha Kaplan, Valerie Campbell, Robert Harris and Joan Weliky, accepted the general lines of the Ad Hoc Committee's recommendations with exceptions. It called for retention of History of Religion and Italian as majors, for continuance of the fifth position in Geology even if outside support is not found, for continuation of Sociology's part-time position in women's studies, for Haverford support of the fourth position in Russian, and for the whole or partial restoration of cuts in Anthropology, English and French.

The student committee also proposed non-academic savings to make the above changes possible, suggesting specifically the elimination of wardens, a change in the deaning system, a reduction in the physical education requirement, and higher infirmary fees. It strongly urged the construction of a centralized dining center, to realize an estimated savings of \$100,000 in dining costs. It also urged a study of the elimination of more of the smaller graduate programs.

\*\*The review committee in the main respected the principles guiding the summer group, including the decision to maintain tenured faculty of discontinued departments. It further encouraged the sharing of academic expenses and joint planning with Haverford College as well as cooperation with Swarthmore College and, in the graduate enterprise, the Univer-



lightly undertaken or accomplished without substantial sacrifice," the review committee said that the summer group "deserve the respect and admiration of the faculty."

The Trustees are now giving further thought to specific aspects of the plan. At their December meeting they stated that they approved the report in principle and expected to take action in February on the main proposals, after considering additional information requested and any further advice received from faculty, students, alumnae and staff. While recognizing that the establishment or termination of

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sity of Pennsylvania. It stressed its attempt "to strike a balance of concern for areas of traditional academic strength as against those which have exhibited vigorous new growth on secure intellectual ground. We have tried not to foreclose the future in securing the past. . . . We have sought to achieve a reasonable equity among departments, measuring faculty size against student enrollments (in service courses, courses for major credit and in graduate seminars)." Some of its recommendations were designed to inhibit the rapid increase of tenured positions and permit continued flexibility in appointments.

The review committee's modifications were in many cases in accord with the SGA report. In a separate proposal to the faculty it also called for a study of graduate programs, agreeing with the Subcommittee on the Academic Program "that the number of degree programs offered at Bryn Mawr, particularly at the graduate level, exceeds the limited resources of the College."

Among the review committee's new recommendations were that the the next appointments in Anthropology and Biology be non-tenured; that when a vacancy occurs in physical chemistry, there be no replacement; that by 1986 when the senior professor in Greek retires there be a reduction of one position between the Greek and Latin departments; that a reduction by one in Physics after 1982 be further studied; and that the Romance Language departments cooperate in appointments and in a combined graduate program, continuing Italian as a major with two positions—French and Spanish with one reduction each. History of Religion would continue as a major, drawing on the Haverford and Swarthmore religion departments; a joint three-college major was proposed.

As to Education and Child Development, the committee stated:

We recognize the contribution that the graduate program of the Department, the Child Study Institute, and the Thorne School make to the community. Indeed, the Administration and the Board may see the contribution as a role of the College sufficiently important to require a further exploration of means by which the Department could continue in some form. However, . . . elimination of the Department would not, we believe, significantly impair the overall academic programs of the College, but would *in the long run* provide substantial financial savings.

departments are proper matters for Board approval, they emphasized that particular reductions within departments or decisions about courses or programs are primarily the responsibility of the President, in consultation with appropriate faculty bodies, and that the five-year plan would itself be subject to modifications from year to year.

### **A Beginning in a Difficult Era**

I have given this account of procedure in detail because I think the process—including the full fall review—indeed merits respect and admiration. It is painful for members of the faculty to recommend reductions within their own ranks, yet the Trustees and administration thought that this would be preferable to making basic academic decisions without full faculty involvement. Bryn Mawr was fortunate once again to have such faculty leadership. In other institutions a high price has been paid for reductions imposed by administrative or trustee fiat.

This account should reassure those at a distance who feared that the College would rush into decisions without taking time for careful thought. The Ad Hoc Committee report commented on the investment of time, especially in the final half-year of the study:

The intensity of the deliberations in the last six months, involving many days and nights of hearings and discussion, enabled the planning groups to make recommendations with an informed view of the whole of the College. We think these proposals can be carried through without endangering the quality of Bryn Mawr's academic enterprise.

The thinking that took place in these meetings was the best I have witnessed or shared in nearly fourteen years in academia. At the last session of the Ad Hoc Committee, alumna representative Eileen Durning Dickinson '41, with wide-ranging experience in the system of higher education of the State of New York, made much the same point about the process of the Ad Hoc study as a whole. Time will show, I think, that this was indeed Bryn Mawr at its best.

The 10 to 1 student-faculty ratio the College would reach in 1984–85 would still be one of the most favorable in the country.\* Moreover, the reductions do not mean the loss of jobs for many colleagues now at the College. Of the 22 proposed reductions within the five-year period, 11 would come from retirements and six from departures already planned; five, or an average of one a year, would come from the non-renewal of junior faculty contracts. Beyond 1984 there are three other retirements of colleagues for whom no replacements are recommended. Looking at the two-college community, one would then find a full-time equivalent faculty of 132 at Bryn Mawr, according to present projections, and 83 at Haverford, together offering more than 400 undergraduate courses each semester on the two campuses. With this unusually large range of options, both colleges will be in a strong academic position.

The modifications suggested by the review committee do not, however, make a dent in the deficit as early as do the summer recommendations: Italian and History of Religion are maintained as majors, and several departmental cuts are reduced or delayed by one or more years. The Board is now weighing the Ad Hoc Committee's financial conclusion that the recommendations "go a long way—but not all the way—toward meeting the mandate of the Board to balance the budget within the next five years." The Trustees hope that the several special studies proposed—particularly of the graduate programs, faculty workload, the wardens' and deans' systems, the Physical Education requirement and infirmary costs—will enable the College to go the necessary additional distance toward full solvency.

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\*In 1974–75, U.S. Higher Education General Information Survey figures for full-time equivalent enrollment to total full-time faculty show:

- 10.5:1 Smith, Wellesley
- 11.0:1 Brandeis, Chicago, Williams
- 11.5:1 Mt. Holyoke
- 12.0:1 Cornell, Dartmouth, Haverford, Johns Hopkins, Oberlin, Vassar
- 13.0:1 Claremont Men's, Pennsylvania, Yale
- 15.0:1 Colgate, Columbia, Harvard, Stanford
- 15.5:1 Barnard

Even if these studies now under way lead to the further savings required, will all this be enough? The Ad Hoc Committee itself concluded with an appropriate reminder and challenge:

No one looking into the future can predict with confidence the course of the economy, the general rate of inflation, the prospects for energy shortages and drastic increases in fuel costs, and changes in such items as Social Security and the minimum wage. All these uncertainties underscore the need for firm economy and careful planning in all parts of the College's operations.

We see our immediate task as completed but the work of planning for this difficult new era in American higher education as only beginning.

It is ironic that serious and systematic planning usually comes to the fore under pressure in difficult eras. A valiant but suffering member of the faculty Committee on Academic Planning complained, "Why couldn't I have been elected at a time when we were planning to expand?" Yet planning for contraction is dictated by the harsh logic of events. That it has proceeded at Bryn Mawr in the 1970s as an orderly process with a remarkable degree of consensus is proof of the fiber of this institution.

We have company in this misery, for our whole country faces essentially the same challenge: how to conserve and renew at the same time, using our imagination more and material resources less. As Hubert Humphrey has often said, we do not want a planned country, but we certainly need one that plans. The result can be a leaner but better country—and college.

The challenge before us was well put by Professor Pauline Jones, who said to her colleagues at one of the review sessions, "Let us not dissolve into feudal baronies defending our separate turf—let's lift our sights to the kingdom!"

## An Unanswered Question

As one with little turf or time,<sup>2</sup> I would put that problem of feudal baronies as number one on my list of unanswered questions about Bryn Mawr. I am still amazed at how high the invisible barriers between departments seem to be. When two or three scholars are gathered together in the name of one discipline, they want to constitute a department with a life of its own. But Robert Hutchins' definition of a university as a number of competing departments held together by a central heating plant should not be the case at Bryn Mawr.

Our weakness is also a strength. Strong majors in depth, planned and preserved by departments devoted to their disciplines, are an important part of our claim to fame and fortune. Students and faculty—and gifts and grants—come to the College because of them. For someone imbued with Hutchins' idea of the great books as the required raw materials of a common conversation, it has been good medicine to see Bryn Mawr's version of academia at its best. And yet I feel compelled to urge again the point made by Professor Robert Washington, who also came from the University of Chicago and has studied the sociology of developing nations. In my first report I pressed Mr. Washington's point that academically, in its departmental teaching and research, the College is superb; intellectually, in the questioning and pursuit of ideas that often cross disciplinary lines, it is underdeveloped. I still agree with that diagnosis.

Some colleagues, especially among younger alumnae, think that the first fault to be cured at Bryn Mawr is the College's concentration on "academics" which makes scholarly achievement the main measure of success. They would increase music, fine arts, drama, dance, physical recreation, counseling and attention to the "whole person." Their prescription has merit; there has been considerable progress in that direction, and the closer relationship with Haverford adds to the possible resources. Many at Haverford call for less anxiety about academic success and more concern for social commitment and a

caring community. These are good goals but I would point in another direction, to a community in which the life of the mind is indeed the main thing.\*

If Bryn Mawr can find the way both to preserve and go beyond academic scholarship, to cross departmental bounds and begin intellectual discourse that really does shed light and illumination on the larger common questions, then it will become a community of learning that engages the whole person. There has, I suspect, been some falling off in such discourse since the chapel talks of M. Carey Thomas stirred the student body and Bryn Mawr graduates were in the front lines of the struggle for women's suffrage. How many Bryn Mawr alumnae were at the women's convention at Houston? The gold medal of the Nobel Peace Prize won by Emily Greene Balch of the class of 1889 rests in Canaday Library. When will another alumna earn that honor?

These were some of the thoughts in the back of my mind when a member of the summer planning group brought me up short, with a different question: "Do you think the Bible as religion, rather than literature, should be in a liberal arts curriculum?" While some colleagues doubted the propriety of having religion in our curriculum in any form, the majority seemed to hold: "*History of religion, literary criticism of the Bible, Yes; religion, No.*" This evoked a predictable response from someone who still would like someday to read the Greeks as a freshman at St. John's College: Why not make the Bible *per se* required reading for every student—and add Plato and Shakespeare for good measure? A hundred or five hundred years ago anyone interested in academic freedom might well have feared religion in the curriculum; today all the religious influences you could bring together on campus would not overcome the dominant secular spirit of academia.

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\*The main thing "to be cherished for its own sake" is Bryn Mawr's commitment to the "life of the mind," said Hannah Arendt on receiving the M. Carey Thomas Award in 1971, and this, she supposed, is the reason why Bryn Mawr has been "one of the very few places which has shed light and illumination" on these "still dark times."

The lack of good common ingredients for intellectual conversation is to me the greatest single obstacle to any community of learning. Religious texts and disputations served as such in the medieval universities, but today there are very few, if any, things of the intellect that students and faculty share outside of their departments. Only occasionally does a film, television show, book, fire, winter storm or natural disaster—or what is seen as a campus crisis—engage the attention of a large part of the College population and make lively common conversation possible. Otherwise we tend to tell each other things, gossip, or resign ourselves to our specialties. In 1976 *Studies* seminars we were able to bring together faculty, students, alumnae and leaders in the outside community to seek and try to shed light on some of the larger common questions of our society, and we often used a common text; but this was on the periphery of the College.

If I were given one wish for Bryn Mawr—in addition to another \$23 million—it would be that in future planning and self-study the College address this issue. In doing so it would be picking up where Swarthmore's interesting *Critique of a College* left off ten years ago. "What knowledge is necessary for life in the later twentieth century?" asked the 1967 report of Swarthmore's Commission on Educational Policy. "What, with the Bible forgotten, should be the common cultural possession of the educated American?"\*

The best educated American, according to my measure, was Abraham Lincoln, who spent only a few years all told in any classroom, but grew up on Shakespeare, Blackstone and the Bible—and read Euclid while in the United States Congress. Does the whole person in the late twentieth century need less than this? I do not propose such a drastic retrenchment in our curriculum, but is it not possible to hope that Bryn Mawr with its extensive graduate research and Haverford with its Quaker concerns could agree upon some common things—*res publica*—and put them in the center of their joint curriculum?

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\**Critique of a College*, Swarthmore College, November 1967, p. 4.

If a common set of required seminars, reading the same central texts—perhaps not “the great books” but at least some very good ones—could not now be adopted for the two colleges as a whole, such an experimental core curriculum could be offered to a limited number of students who would choose it as an alternative to the present distribution requirements. Since the agreement with Haverford invites the development, within available resources, of “new federated programs,” I take this opportunity to suggest one such joint venture—an experimental college within our two colleges—that could add to the life and luster of the whole community.

### Personal Reckoning

Nothing better shows the life and luster of Bryn Mawr, now and in the past years, than the kind of circuit of the College in Dispersion that Clare and I made on the way back from the semester’s sabbatical last spring. Visits with alumnae in France, Italy, Singapore, Hong Kong, Japan, Hawaii and California underscored our esteem and affection for the far-flung Bryn Mawr family and the progress made in the continuing effort to strengthen the College’s international dimensions. A few vivid recollections:

—René Pleven, former Prime Minister of France, telling us how much it had meant to have his two daughters study at Bryn Mawr while he was in the Resistance during World War II—and his daughter Nicole Pleven Worms de Romilly ’47 referring so modestly to her outstanding work as cultural attaché at the Maeght Gallery in St. Paul en Vence (a stunning combination of contemporary architecture, sculpture and painting not far from Nice).

—Anne Milliken Franchetti ’40 in Rome, equally modestly dealing with the practical problems of transforming the Villa Massenzia she is giving the College, just off the Appian Way, into a residential research center for students from Bryn Mawr and other institutions in at least six fields of study.

—Mana Sarabhai Gorchov ’68, an architect, and her Haverford husband Robert, in Ahmedabad, talking about India’s “second chance,” after the elections that ended Mrs. Gandhi’s dictatorship.





Clare Wofford talks with students in Japan, one of the countries visited by the Woffords during their "circuit of the College in Dispersion."

—In Singapore, energetic Lora Tong Lee, M.A. '44, and her thoughtful husband Seng Gee Lee (a world leader in the production of natural rubber) discussing the recruitment of Chinese women to come to Bryn Mawr on an annual scholarship which the Lees help support.

—Hong Kong residents Betty Wei Liu '53 and Mona Dick Wilson '70 and Sir Run Run Shaw, the producer of *Kung Fu* and other films and father of two alumnae, helping the College plan its future role in the far-flung world of overseas Chinese.

—In Japan, Taki Fujita '25, Shizu Nakamura Nakano '35 and Hana Kawai of '49–50 discussing ways to increase the funds for the Bryn Mawr-Japan Exchange in honor of Elizabeth Gray Vining '23.

—The Crown Prince and Princess sending their greetings to Mrs. Vining, their friend and famous tutor, and saying how much they enjoyed the first Vining scholar, Susan Jones, M.S.S. '75.

—Dorothy Dessau '22, working in her psychiatric clinic in Kyoto and Yoko Arisawa Mori, M.A. '70, showing us a magnificent exhibit of early Japanese art—and her husband Kei demonstrating his home computer terminal, linked to Professor Lawrence Klein's terminal at the University of Pennsylvania, part of a multinational effort to create a model of the world's economy.

—Naoko Miyamoto '72, describing the pressures and progress of a young woman in Japanese business, and Kazuko Higuchi Iki, M.A. '60 and Tsuneaki Iki meeting us at the high-speed train and seeing us off at the airport after a modern version of the tea ceremony.

—And the many more alumnae, parents of students now at Bryn Mawr, and friends who made our ten days in Japan especially happy and memorable.

Coming down to earth, after meetings in Honolulu and San Francisco, we reached the College in time for alumnae reunion weekend in May. As Acting President during the spring semester, Mary Patterson McPherson presided at Commencement, where long-time Trustee Tyson Stokes spoke as one of the new special students, the first undergraduate Commencement speaker in our history. Alice Mitchell Rivlin '52, Director of the powerful Congressional Budget Office gave the Commencement Convocation talk. Speaking as one who had spent most of the time since she left Bryn Mawr in the public policy arena, she talked of "the intractable problems that the non-supermen, non-heroes who run our government are now called on to solve." She concluded:

I wish I could invite you to join the forces of good in the battle against the forces of evil. But who are the good guys when the problems are of this nature: how to discourage the overuse of energy and encourage production without hurting the poor or destroying the environment; how to be sure that everybody gets needed health care without paying too much for it;

how to deal with an economy operating with both unemployment and high inflation?

All I do know, after twenty-five years, is that those who are trying to solve these problems need help. So I invite you to come on in, help us out, and have a good time while you are doing it.\*

Another good time was had on May Day, which I missed this year. Pat McPherson took my place at the ordeal before the May Pole; I think she found it easier than I do to fulfill the tradition of the President and the May Queen each giving a witty speech—in a white dress. Miss McPherson reported that word had just come that Clare and I had been highjacked and were being held prisoner with the whole College demanded as ransom. Returning two weeks later, in time to close the books on Bryn Mawr's fiscal year, I wished I were the one who could offer a ransom!

Record reunion gifts from the classes of 1927 and 1937 helped bring the 1976-77 gift total to more than \$4.3 million, the second largest in the College's history. This was still not enough to solve our own intractable financial problem.

In the remaining half year of my tenure I want to do everything in my power to secure substantial funds as a headstart for a new president. Looking back to the financial difficulties that faced us in 1970 and looking ahead to what a new president could do if the financial problems were not so urgent, I want all the friends of the College to know what a great lift it would be not only to the spirits of everyone in the College but to the prospects for a new administration if the new president did not have to be consumed immediately with all-out fund-raising. Bryn Mawr's Centennial will come soon enough!\*\*\* With the reorganization and consolidation now under way and suc-

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\**Alumnae Bulletin*, Summer 1977, pp. 13-14.

\*\*In fact 1977 is the 100th anniversary of Joseph W. Taylor's will. On Second Month Nineteenth, 1877 the founder of Bryn Mawr College left the main part of his estate to provide for "the advanced education of females." He hoped that the effects of this education "by expanding mental resources, would strengthen character and elevate them above the

cess in interim efforts to raise special funds, the College should be in good shape to celebrate its remarkable hundred years, 1885–1985.

### On Being a Man at Bryn Mawr

These last years as president during Bryn Mawr's tenth decade have not always been comfortable, but they have certainly been instructive.

"What is it like being a man at Bryn Mawr?" How often that question has been asked. "Hell," suggested a woman professor, with sympathy. Not at all—but it has not been heaven either. Purgatory perhaps, but that at least is heading in the right direction.

When I first walked into the President's Office in Taylor Hall, the hymnal lying on the desk had been opened to the warning words: "Turn back, O man, forswear thy foolish ways!" Later, at Opening Convocation in 1970, we sang the whole hymn, including the more hopeful lines:

Earth shall be fair, and all her people one:  
Nor till that hour shall God's whole will be done.

I did not turn back, and Bryn Mawr's warm good humor in welcoming and working with its second male president have made these years enlightening, productive, and fun.

On my first visit to alumnae in Minnesota a spirited older woman pointed her cane at me from across the room and said: "Sir, I have nothing against you but your sex!" Jeannette Ridlon Piccard '18 became one of the first women to be ordained as a priest in the Episcopal Church as well as a good friend. This fall at Opening Convocation her granddaughter, class of '79, gave me the same spirited greeting.

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foolish fashions, now so prevalent . . . and thus to preserve youth from foolish follies, or haunts that lead to ruin!" He further suggested as a site "an elevated situation . . . near to Haverford College say at or near Bryn Mawr. . . ."

Without practicing discrimination, I do see Bryn Mawr as a very good place to learn first-hand the strength of women. It is a place where men and women can learn to forswear some of the world's foolish ways and together, on new terms, in good humor, set out to see that "Earth shall be fair, and all her people one."

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Finishing this report three weeks after Thanksgiving, I want to end as I began, with thanks to all the named and unnamed friends among the faculty, staff, students, alumnae and parents. I have never worked in a community or with colleagues I admire more or from whom I have learned as much.

Harris Wofford, Jr.

## THE M. CAREY THOMAS AWARD



photograph courtesy Bryn Mawr College Archives

The Alumnae Association of Bryn Mawr College in 1922, as a tribute to M. Carey Thomas upon her retirement as President of Bryn Mawr College, established a Foundation for prizes to be awarded at intervals to American women in recognition of eminent achievement.

From the presentation of the  
M. CAREY THOMAS AWARDS  
to  
MILLICENT CAREY McINTOSH  
and  
KATHARINE HOUGHTON HEPBURN

November 4, 1977  
Goodhart Hall, Bryn Mawr College



AWARD RECIPIENTS

1922 M. Carey Thomas  
1931 Jane Addams  
1935 Florence Sabin  
1942 Marion Edwards Park  
1948 Eleanor Roosevelt and Anna Lord Strauss  
1953 Marianne Moore  
1960 Katharine McBride  
1966 Eudora Welty  
1971 Hannah Arendt and Georgia O'Keeffe



photograph Joan Ruggles

Alumnae Association President Marie Leyendecker Cashel '44 beams at Millicent Carey McIntosh '20, at the reception before the presentation of the M. Carey Thomas Awards.



## THE M. CAREY THOMAS AWARDS

HARRIS WOFFORD: When Bertrand Russell visited Bryn Mawr in 1896 with his wife, who was M. Carey Thomas's first cousin, a member of the family said, as Miss Thomas came to greet him, "Prepare to meet thy Carey."

Tonight, as we pay tribute to two who walk in her formidable footsteps as recipients of the M. Carey Thomas Award, I say to you: Prepare to meet thy Millicent and prepare to meet thy Katharine.

MARIE LEYENDECKER CASHEL: The M. Carey Thomas Award is not always given to an alumna, but when the honored recipient happens to be an alumna, there is an additional sense of pride in those of us who share that kinship. Tonight all of us who are alumnae and future alumnae are exceptionally pleased and proud to honor two women of great accomplishments in different fields of human endeavor, both of whom are alumnae of Bryn Mawr College.

### Tribute

EMILY TOWNSEND VERMEULE: Each of us who is here tonight has been a long-time admirer of the two remarkable Bryn Mawr alumnae on Goodhart stage for whom we mark at last in a golden moment a tribute paid for many years in spirit. It's always a source for wonder that so small an institution as Bryn Mawr has been able to discover and train the talents of so many distinguished people, and happy the institution which can celebrate Mrs. McIntosh and Miss Hepburn, who on the national scene have, in their separate ways, a truly commanding presence.

Surely, no living person in the field of education more merits the M. Carey Thomas Award of Bryn Mawr College than Millicent Carey McIntosh. It's with considerable trepidation—that translates as panic—that I am shaping her praise. I have held Mrs. McIntosh in awe since 1934, and a habit of forty-three years is hard to kick.

Mrs. McIntosh and I were for many years together at the Brearley School in New York, in slightly different capacities. Mrs. McIntosh was for seventeen years the great headmistress of one of the finest schools in the world, and before she went off to her fifteen years as Dean and then President of Barnard College, her presence at the Brearley conferred a privilege on all of us that we didn't really understand until we left for the colleges she thought most suitable for us. We did not know then that her air

of calm distinction and good sense had been partly formed at Bryn Mawr. We thought she was born with it—maybe she was. She knew all of us by name —Brearley was bigger than Bryn Mawr in those days—and at least from the second grade onward, unfortunately, she knew our characters, too. More awesome than Dr. Spock as she sailed down the corridors in meditative quiet or, it might be, with academic gown flying on her way to morning assembly, that direct humorous glance might only have been an exercise in memorizing our outsides, but we all felt that she had pierced the blue-gymsuited facade to detect the character and intellect within, and were surprised that she could tolerate us as kindly as she did. We're still surprised.

Mrs. McIntosh's morning assemblies in that gown are legendary. I remember the themes, if not the words, of many of them. A great favorite was: Seasoned Mists and Mellowed Fruitfulness, Close-bosom friend of the Maturing Sun, a phrase that seemed exceedingly humorous when we were little and awful, but very beautiful when she taught us to understand English poetry. Her auburn autumnal hair would glow with this season of the year when she spoke on the rhythms of country life, on not misusing Nature's bounty, on the responsibility of every girl to learn to manage a household and to cook, on sharing the harvest with those less fortunate than we. There was that good tough Emersonian trio of speeches On Being Responsible, On Making Difficult Decisions, and—I wish I could hear it again—On Failure as an Opportunity.

We learned from Mrs. McIntosh, more than from our parents, I think, that we were not alone in the world, that we must teach and discipline ourselves to make some contribution, that our lives and careers would have a real value we must not waste, and that in every one of us, however grubby, cowardly and lazy, there was some talent which could be awakened and trained. One thing she awoke in all of us was a sense of pleasure in language. She read poetry beautifully, of course, and her English style and diction were memorable. She persuaded us also of the grandeurs of the Bible—seemed to know it all by heart, with wonderful texts like, "Their heart is as fat as grease, but I delight in thy law."

Often she spoke to us of the future, of our roles as women, never sketching Paradise, never concealing difficulties, but conveying an enthusiasm for life as it came, good and bad. She spoke of her delight in her own children and other children, On Making Time in a Busy Life, On the Role of the Family, and that all-time favorite, the Joys of Childbirth. We

were all very sorry when the last little McIntosh was born and we couldn't hear it again.

As we grew older, Mrs. McIntosh did find time to take some personal charge of our ethical and moral character, but she should not be held responsible for our lapses. In the fifth grade and in the sixth, she explained to us the facts of life on the basis of an illustrated book called *Being Born*, and it's entirely my fault that because the lesson unfolded in the same room where we were taught to blow bulges in hot glass tubes, I've never been able to distinguish the two processes.

When we were seniors, she gave a course on ethics which began with giraffes stretching their necks to eat the higher leaves. Her teaching was so picturesque and persuasive that almost all of us progressed out of the bush into new modes of civility and reflection. She taught us Chaucer too, and all of us can do our "Whan that Aprille with his shoures soote. . . ."

She decided which of us should add German to our repertory, or French and Latin, and who should, rather, do Greek. Did I ever thank you for putting me into Greek [addressed to Mrs. McIntosh]?

We were aware that she was on many national boards, interested in hospitals, museums, public and private schools and colleges, and yet somehow she found the hours to watch our sports and our plays. The only time I can recall her losing her temper in twelve years was when her academic gown was borrowed while she was out of town by a clumsy person who played the Lord Chancellor in *Iolanthe*, and it was returned with a filthy hem and a hole in it; yet all she said was, "A pity."

What was so refreshing, all those years, was the total lack of sentimentality, the dislike of rhetoric and jargon, the disdain for self-advertisement, the practical energy, the intellectual honesty and fairness.

I don't want to restrict Mrs. McIntosh's career to the perspectives of a foolish child at the Brearley School, except that it is where her special qualities exhibited themselves to hundreds of us, from day to day, at close quarters. She had time and a smile for everyone and everything and only said, "The busier you are, the more you can find time for." The other chapters of her life—the Quaker family, the Bryn Mawr School, Bryn Mawr, Cambridge, Johns Hopkins, her years as Dean here, and as Dean and President of Barnard, the Berkshire connection—are known to many of you better than to me. I had the privilege for five years, however, of watching her work as a Trustee of Bryn Mawr College. All over America people would recognize that special aura, that intense quietness, a talent

for listening and then, rarely but just at the right moment, a few words which revolutionized the discussion, on principles of justice, compassion, and practical survival—funny, spare, and intellectually so far in advance of the general frontiers of educational policy that in the many fields where she has made suggestions, no one else has even begun to catch up. But American education does listen; “Thou that dwellest in the garden, thy companions harken to thy voice.” Those who meet you for the first time may cry in amazement, again in the words of Solomon’s Song, “Who is she that looketh forth as the morning, fair as the moon, clear as the sun, and terrible as an army with banners?” But we know who you are, and we thank you for it.



photograph courtesy Bryn Mawr College Archives

Active in college athletics, Millicent Carey captained her class hockey team.

## Presentation

MARIE LEYENDECKER CASHEL: Millicent Carey McIntosh, for eminent achievement in education, Bryn Mawr College, the Alumnae Association, and the Committee of Awards are honored to present you with the M. Carey Thomas Award.

### Remarks by Millicent Carey McIntosh

Marie, President Wofford, Emily! I'm surprised at you, Emily! I want to thank Emily very much for these reminiscences which were so kindly and so rosy. I'm sure that when she was a senior, she didn't really feel this way, but I'm grateful, anyway.

When Harris called me up and told me about the Award it was impossible for me to believe it, because as a child of Bryn Mawr—as one of its ordinary daughters who went her way in various aspects of life—I thought of this prize as belonging to international characters; and whatever you could say about me, you could not say I was an international character. My main occupation at the moment is helping to look after a farm, making bread, taking care of our guests, looking after various things that happen, including the church committee in our village, and all sorts of things that give great joy.

When I heard that Katharine Hepburn was a joint receiver of the prize, I felt really quite a lot better. When I came back to Bryn Mawr in the English Department and then afterwards worked in the Dean's Office, *she* was a student here, and though I never had the pleasure of teaching her, I knew quite a lot about her! I also knew quite a lot about her mother, who was a famous alumna and had been a pioneer in her own right. And so it was sort of comforting to know that somebody whom I might have taught was going to be on the platform at the same time.

I'm so happy about it, too, because I remember so well Miss Thomas's passion for the theater. Those of you who didn't know her can't remember the way in which she used to attend all of the College plays in the gymnasium, where we held all our public events. Someone would bring a great armchair and put it down to the left of the front. Then she would come in, in her long, sweeping garments. The other thing that made us realize her deep devotion to the theater was that on Monday morning, after the College play, in Chapel she would give us her criticism. I can tell you that she didn't pull any punches. We know, too, that she went to the first performance, if she could, of every new play in Philadelphia or New York,

and so I think she would be very happy today to know about Katharine, and I hope that she would be happy to know about her recalcitrant niece. I was not *always* in line with her ideas of what I should do.

My first memories of her were in Baltimore. She was the chairman of the board and founder—or one of the five founders—of the Bryn Mawr School, which was founded just about the same time as the College, the idea being to give to girls an education which was equal to that which was given to their brothers, and preferably was better! At the Bryn Mawr School we not only had a classical curriculum, which was very close to a miniature of what was found at the College, but we had also other opportunities to make the whole person. This is something that many people don't realize about Miss Thomas. She believed in the whole person, physically, aesthetically, and intellectually—the whole person in the fashion of the Greeks. We had, at our Bryn Mawr School, a gymnasium which had a running track around the top. We were supposed to pad around that track so that we could increase our strength and do our Latin and our Greek!

When I became a freshman at Bryn Mawr in 1916, which happened to be the year after Miss Thomas had had her worst fight with the faculty and had been exposed as “a tyrant” and sometimes even “a deceiving tyrant” in the *Public Ledger* and other papers in Philadelphia, I was a little puzzled as to why some of the faculty people regarded me with a certain amount of suspicion. Well, I finally began to catch on to the fact that I was a marked character as the niece of such a person who could never be forgotten. Even when she was not present, her presence was felt. It was really a little difficult for a young freshman who had just come from a rather conventional background in Baltimore. But it was a good experience, too, and I managed to disguise my academic ancestry by indulging in every form of athletics that I could find. This was a very good way of working out my own problems with Miss Thomas. I also went to every meeting and was part of every single organization. I suppose I did a little work because I managed to get through fairly well, but this was something that didn't mean very much to me at the time.

I think you've all heard tales of how her influence was spread to the students of the time, chiefly through her Chapel talks. Her chief idea at that time was to stir us up—to rid us of our prejudices, to allow us to escape from what Dorothy Marshall has called “the upper-middle-class cocoons.” She was very anxious to have us not swept along in the ordinary, conventional stream of what our parents wanted us to do. “Give your parents *one month* of your time,” said she, “every year, but not more!”

Most people know her famous remarks about marriage. Some of these are true, and some are not true, but I remember hearing her say myself that if you *must* marry, you should plan to have your children in August. She was obviously thinking of a person who was teaching. In 1901, Miss Thomas wrote an article on higher education for women and men, believe it or not! I want to read this quotation because I think it's a fine one: A woman's "college education should be the same as men's . . . because men and women are to live and work together as comrades, and dear friends and married friends and lovers. . . ." I think she might have approved of coeducational dormitories.

In addition to her remarks about family relationships, she talked to us about books. Of course, her remarks about the nineteenth-century poets and the agnostic developments in the nineteenth century were a great shock to us who had all been brought up in very, very conservative ways—or most of us—and one of the things that we were very sure about was (although she had never said it) that she herself, although her background was in the Quaker church, was a real agnostic in her lack of fixed belief. I remember her saying that one of the greatest days of her life came when she no longer believed in hellfire. This was something very hard for us to understand, because most of us were not brought up with any belief in hellfire, but when you think of the liberation that would come to a person whose acts were really founded on belief in hellfire, you can understand what she meant.

The most exciting thing that she talked to us about was her travels, because she was a passionate traveler. She had gone with her friend, Mary Garrett, in great style around the world.

She told us that we must be prepared to read, always, that her greatest joy in life had been to read, and that every time that she was free and had nothing else to do, she would read. Every night she would read one or two hours before she went to sleep, no matter how late it was. And so when she traveled, she carried a whole trunk full of candles. This made a great impression on us as students. I have always remembered it, although I haven't been able to carry it out entirely, but I do manage to follow her edict more or less by trying to read at least an hour before going to sleep.

She also had tremendous courage and determination. She was determined to see certain things—especially the things that women were not allowed to get into. The Taj Mahal was one of these. She somehow managed to bribe a guard to take her in at night, and she told us in Chapel that in the full moon, she saw the white monkeys, walking, hand in hand.

She wanted to go to Troy, but there was no way to get to Troy. There were no tourist trips, and when she was at Constantinople, she finally persuaded a freight-boat captain to take her. She slept on deck and went to Troy, she said, in great discomfort. When she got there, she stood on the windy hills of Troy and felt deep, great joy in the discomfort she had endured and in the wonderful view of this place which meant so much to her.

I tried to imagine, as I was thinking about this talk, how she would feel about a number of things that have happened since she died in 1935. I have wondered, for example, how she would feel about coeducation. At one time she said that no university can possibly be a first class university which is not coeducational. Now, she was not thinking about Bryn Mawr, because in those days she was not thinking about its being a university. She was feeling that the need for equal status for men and women was so strong that we should make it possible for universities to have the fullest possible enrollment of women and that we should work hard to give women the opportunity to teach in these universities.

I wonder how she would have felt about the Women's Movement at the present time. As you probably know, she was a great advocate of women's suffrage and she left the Women's Suffrage Association, which later became the League of Women Voters, because she felt it was not aggressive enough in getting the rights of women. She joined the National Woman's Suffrage Party, which was working on the Equal Rights Amendment. It's somewhat ironic that we are still—some of us—working to get the Equal Rights Amendment passed.

I remember very well her desire to have us have the right attitudes during the First World War. She wanted us to participate in every way we could. She had a very remarkable sense of the dramatic, and, during that First World War, we had a number of very distinguished visitors from abroad. One was the Queen of the Belgians who, with her husband, Prince Albert, was here raising money for the Belgian régime. The Queen of the Belgians arrived with a large contingent of ladies in waiting, and all of the College officers were drafted to look after the ladies in waiting. Well, I found that there was only one thing that the ladies were waiting for, and you can imagine what that was. The Queen of the Belgians was greeted with the Belgian National Anthem, which we learned with great pain, along with the College cheer, which filled her with great amazement.

Another time, President Taft came to visit us because his daughter, Helen, was at that time the Dean of the College. All the officers of the



College were asked to meet him at the station. We met him in caps and gowns and gave him our College cheer on the Bryn Mawr station platform. Then we were put into a car behind Miss Thomas's car, and to our horror, she rounded a corner by Rockefeller Hall much too fast while she was talking to President Taft, and they tipped over into the ditch. We all put our hands over our faces like this [hands over eyes] and our car sped on, and I never heard how they got out of the ditch.

Her sense of ceremony and duty were combined with an extraordinary feeling of experimentation and an interest in new and exciting ideas. In 1913 the Phebe Anna Thorne Model School was established with a disciple of Dewey as its head, who was then made head of the Department of Education, to the horror of the Bryn Mawr Faculty, who felt that education was vocational and should not be included as a course in a college like Bryn Mawr. In her travels, Miss Thomas had seen open-air schools, and, since she was tremendously interested, as she showed at the Bryn Mawr School, in the whole personality, the Model School was supposed to make people very healthy so that they could be very alert. It was also supposed to embody the best methods of teaching so that they could fulfill the arduous curriculum preparing them for entrance to Bryn Mawr in less time.

At the same time, or shortly after that, when Carola Woerishoffer died in an accident and left \$750,000 to the College, she founded the Carola Woerishoffer Graduate Department of Social Economy and Social Research, the first graduate department of this kind in the country. At that time, there were five schools of social work in the country, none of them connected with a university, and this was the ancestor of our present Graduate School of Social Work and Social Research. In other words, she had a very strong feeling of the responsibility that the Bryn Mawr people had to apply their education to the problems of the world.

The crowning point of her career, I think, in some ways, was the founding of the Bryn Mawr Summer School for Women Workers in Industry. When she was on a sabbatical leave she wrote to us in a family letter, "I sat in the desert and looked at the bright stars and felt the sorrows of all the women workers in the world." And this feeling of their sorrows and the need for Bryn Mawr to do something about this was responsible for the founding of this extraordinary institution—the Bryn Mawr Summer School for Women Workers in Industry.

I'm going to close by reading to you part of a speech which she made at the opening of the second session of the Summer School, in June, 1922. It expresses not only her ideas about the importance of an effective education,

but also the responsibility of people like ourselves—the daughters of Bryn Mawr to whom she calls through the years—to take our responsibility for solving the problems of our time.

We [at Bryn Mawr College] believe in liberal instruction in the fearless search for truth and in perfect freedom of discussion on the part of teachers and students alike. Bryn Mawr hopes that the teaching you receive here will lead you to think things out for yourselves afterwards and to revise your opinions continually. . . . Opinions change from generation to generation and even from decade to decade. Cut and dried propaganda, undigested masses of scientific and social information taught as unchanging facts have no place in schools or colleges. . . . Education will make you more generally competent to do what you want to do, and the more education you have, the more generally competent you will be. The more you know, the more you will wish to know, the more interested you will be in everything, and the happier you will be—consequently, the happier you will be able to make everyone around you. After we have taken time to prepare ourselves by study and thought, it is then our duty to try to bring about what we think is right. It is not enough to think—we must act—but we must try continually to keep our minds open to new ideas.

## Tribute

HARRIS WOFFORD: In today's *College News*, Ellen Wilson of the class of 1978 ponders Bryn Mawr's calendar of saints and particularly the pantheon of names students invoke before taking examinations. She observes that "sainthood is the perfection of one's personality, one's calling and one's materials," and that therefore our saints are "an eclectic bunch." She includes Emily Vermeule and Katharine McBride and, of course, M. Carey Thomas, whom she calls "the St. Benedict" of the bunch. But beyond them all, her special place of pilgrimage is Katharine Hepburn, whom she calls "Louis the IX" because she shows "us how to go about pursuing excellence outside the monastery walls." Miss Hepburn, she says, "is the counter-argument to pernicious rumors that the brain commences rotting after six months' absence from the classroom" and convinces "insecure seniors that fulfillment is possible without ever being published by Princeton University Press."

The fact is, I should note, that Katharine Hepburn has appeared in the University of Virginia Law School press. Her article, "The Right of Privacy: The Predicament of the Public Figure," was published in the *Virginia Law Weekly* in 1965; long before that, at a time when witch-hunting was having a heyday and the Constitution needed every friend around, she spoke up,

and got in trouble for a hard-hitting talk on free speech. The Constitution could not have a stronger friend—and I say that as one who had the temerity to invade her privacy, and run the gauntlet of her groans, to get her to do us the honor of coming here tonight to do what she hates to do and usually refuses to do. You see I survived.

She came, I think, not just out of love of the College or compassion for me, but because she senses an affinity with Bryn Mawr's first dean and second president—so much so that she is plotting with us a documentary television film on M. Carey Thomas.

Unlike Miss Hepburn, Miss Thomas could not pilot a plane, but in the early days of the automobile, Bryn Mawr's president was famous for driving like a mad woman, with her chauffeur in the back, hanging on for dear life—and you've heard what she did when President Taft was her passenger. Our Quaker traditions to the contrary notwithstanding, as children both Carey and Kate were spirited fighters: for a while Kate shaved her head so as to give her playmates less of a handhold when locked in combat; in grade school Carey was said to be always in the forefront of the girls' valiant warfare against the boys.

In the early struggle for women's suffrage, Katharine Hepburn's Bryn Mawr mother was in the forefront of picketing and protest, with her daughter Kate often at her side. Miss Thomas said she rejoiced to see the College's graduates "coming out all over the country as strong suffragists. It is delightful to see how a classical education tells in suffrage."

Although the stage Carey Thomas acted on was not the same as Katharine Hepburn's, good diction and the discipline of knowing your lines they certainly have in common. Carey Thomas "quivered" at the thought of seeing Edwin Booth or Sarah Bernhardt, and talked regularly in Chapel about the plays she saw.

On February 13, 1878, she wrote: "Last night I went to the theatre for the first time. Father and Mother of course disapproved but I was 21 last month and I went entirely on my own responsibility. The play was 'Camille' and Majeska [sic] acted it. It came up to and went beyond anything I had imagined. I utterly lost all idea of locality and just saw Camille in her magnificent longings after a better life. . . . I could see no imaginable harm in it and oh it is such a mighty pleasure."

Six years earlier in her journal she had written that "the result of the cogitations of my fifteenth 'summer suns' resolves itself into the advice—Go ahead! Have fun! Stop short of nothing but what is wrong (and not

always that)! Respectability is nothing." One hundred years later Katharine Hepburn gave much the same advice to the senior class in Erdman Hall. At that meeting in Erdman Miss Hepburn, getting away with a puritanism few of us would dare display today, also commended the study of Greek and Latin, and cleanliness. Carey Thomas preached in Chapel that "cleanliness is next to godliness and . . . almost ahead of intellect." Miss Hepburn's bathing habits, at least in the Cloisters, are legendary, as is Carey Thomas's portable bathtub and the occasion on the Sahara when it collapsed and sent her rolling out of her tent among the surprised Arab sheikhs.

I am sure Miss Hepburn's inspiration in the Cloisters was not M. Carey Thomas, but one of Miss Thomas's favorite poems, "Perfect Abandon," ends with the lines: "What bliss/to strip/and dive off from the rocky bank/of staid old-world conventions/with this graceful girl/into the deep dark pool/of naturalness." And oddly enough that the girl in the poem became a world famous actress.

I think that everything I have said about Miss Hepburn and Miss Thomas is true, but it doesn't matter—if you believe what the press prints—for Miss Hepburn was once quoted as saying: "I don't care what you write about me as long as it's *not* true. If it's true, people will think I had a hand in it."

That leads me to one of my last M. Carey Thomas stories this evening. You see she is an addiction of mine, as Katharine Hepburn is for so many of us. Reading old Board of Trustees' records, I learned that Miss Thomas was once accused by some members of the faculty of not telling the truth. There was even a Trustees' investigation which concluded that there was some truth to that charge, and Miss Thomas was asked to state in writing that she would never depart from the truth again. She finally wrote a note confirming that she would *continue always* to speak the truth. When I talked with Miss McBride about the conclusion of the Trustees' investigation, she said, "and think of all the wonderful things she built on those untruths."

Without nominating her for sainthood, I ask you to think of all the wonderful things Katharine Hepburn has done in her calling and with her materials. A list of the films in which she was nominated for Academy Awards makes one lyrical accounting: *Morning Glory*, *Alice Adams*, *The Philadelphia Story*, *Woman of the Year*, *The African Queen*, *Summertime*, *The Rainmaker*, *Suddenly Last Summer*, *Long Day's Journey Into Night*, *Guess Who's Coming to Dinner?* and *The Lion in Winter*. Three times she received the Academy Award as best actress, for *Morning Glory*, *Guess Who's Coming to*

*Dinner?*, and *The Lion in Winter*. That's the most such awards and nominations I believe anyone has accumulated. She is indeed an American woman of eminent achievement.

But Katharine Hepburn's credentials go beyond what she has done in her calling and with the materials of the theatre. Her blazing personality, embodied in everything she does and says, is true to Miss Thomas's description of—and desire for—"women of the new age" who would "carve a subversive public destiny from life." One of Miss Thomas's students says that "never with sentimental adoration did one listen to M. Carey Thomas." Her ten minute speeches, Elizabeth Shepley Sergeant wrote, "if the truth be told, were a charge of dynamite." What Rufus Jones said of Carey Thomas, I make bold to say of Katharine Hepburn, "Persons who came under the influence of her personality often felt a kind of spell of fascination, an irresistible quickening power. You might as well try to stop a cataclysm of nature as to have turned [her] aside when she was thoroughly



photograph Joan Ruggles

Katharine Hepburn poses before the M. Carey Thomas Awards presentation with Professor Emerita of History Helen Taft Manning, Dean of the College when Miss Hepburn was a student. "Well, Katharine, we never thought this day would come, did we?" Mrs. Manning said, according to Miss Hepburn.

girded to go through the obstacles which lay between herself and her envisaged terminus."

But as the theatre and arts editor of *Newsweek*, who yearns to meet her, said of Miss Hepburn a little while ago, "She's just a person—so what if she's a goddess!"

She is not just a person, and I am slipping beyond the pale. Carey Thomas once remonstrated with the *Alumnae Bulletin* for "a slight nuance of sentiment—not exactly sentimentality but something approaching it." And that, she added, is "something that women have to be very much on their guard against."

I call on Katharine Hepburn to come center-stage with Marie Cashel, who will present the Award.

## Presentation

MARIE LEYENDECKER CASHEL: Katharine Hepburn, for eminent achievement in the theater, Bryn Mawr College, the Alumnae Association, and the Committee of Awards are honored to present you with the M. Carey Thomas Award.

## Remarks by Katharine Houghton Hepburn

I am very thankful to Harris and to the people who decided to give me this, and I am thrilled to be on a platform with Mrs. McIntosh. M. Carey McIntosh—and other women like her—have done more for this country in the most fundamental and deep way to inspire all of us to continue to do what we can to make the world a better place to live in. They have enormous dignity, and great strength, and I feel like an absolute idiot being on a platform with her—I really do!—and I feel like an idiot, getting that Award. Helen Taft Manning, Dean of the College while I was here, said, "Well, Katharine, we never thought this day would come, did we!"

The last time I was in this hall, I sat down there, and after I had come up here for my degree, my father took it and said, "Well, that's done." When I heard that I had gotten this, and decided that I deserved it for some absurd reason, I thought, how can I go down there? I go down there, and I absolutely revert to what I was when I was there! I was a sort of bore. Everybody thinks I was fascinating; I was not fascinating at all. I was terrified, pathetic, and rather dumb. My mother came here and was a brilliant student, that type of woman who really amounts to something, and I came here and . . .



photograph courtesy Philadelphia Inquirer/Gervase J. Rozanski

Katharine Hepburn '28, on stage for the presentation of the M. Carey Thomas Awards, joins the audience in laughing at one of the evening's many witty tributes.

I've been reading about M. Carey Thomas. She talks about an "airy mind." A-I-R-Y. That's what mine was! I couldn't study; I was floating through the air. I didn't do very well. It was terribly tough for me to get in. I kept flunking things, but then I just eked by, and I got in, and I did rather badly. Then I started out my sophomore year, and I did *quite* badly. Helen Taft Manning denies it, but there was a suggestion that I wander home. But she decided to keep me, so I worked like mad. I studied all the time. I never did anything but study. I hid in the library after hours and swam in that silly pool because I used to sit there all night long, studying! Studying! When I sat in that library in the daytime with other people like Alice Palache Jones, I'd feel their brains going round and round [quick motions] and I'd feel my poor old brain [slow motions] so I did the best I could alone at night.

I'll say one thing: I stayed here, and I got through, but with a terrific amount of work, a terrific amount of concentration, and I learned then what it means to work.

You have to work as hard as you can because you're competing with people who are going to work harder than they think they can to get something out of life. The only thing that you find out in life as you go on is that you could have done fifty times as much, and what you've done is just a piffle compared to what you could have done.

Now, I can't go on talking at the risk of becoming a bore, but I have written a thing about my great failure in a play called *The Lake*, and if it won't bore you, I'll read it, and if it will bore you, I'll sit down. This is what I have written, and it's about myself, because I've always dealt with myself. So here it is. This is early 1933.\*

"I was in my mid-twenties—had already won the Academy Award. *The Lake* was a story of a woman's last chance at marriage—she was in her late twenties—practically dead! In her own driveway, just after the wedding ceremony, the car in which they are driving skids, turns over into the lake, and the bridegroom is pinned under the car, and he drowns. Well, it was obviously an inappropriate part for me. I wasn't the type. I was much too young. I didn't really know what I was doing.

We opened in Washington. I was terrified. Bit by bit my confidence left me, and confidence was all I had. At the National Theater in Washington, D.C., filled to the rafters, I really walked through the play in a daze.

Next morning, the reviews. People told me that they weren't bad at all. I don't read them. My own judgment told me that I had failed to deliver, and I set about talking myself into disaster. I got worse and worse, and the New York tickets were selling like hotcakes!

We went back to New York. Dress rehearsal, opening night. My cue came, I walked on, and I walked through the whole opening night. Finally it was over. I hadn't died. I was there fully conscious of having given a totally nothing performance.

My main task now was to see whether I could act under fire and to learn how to be a star. I hadn't done either. I had lost my nerve. I had not passed the exam. I had not delivered the goods, and I had let everyone know that I was absolutely miserable and terrified and that I didn't know what I was doing. But I at least had the brains to know who was really at the bottom of my failure—me.

Bit by bit I pulled myself back from a cliffhanging of terror, and I began to be able to take myself in hand. I regained my sense of being an actor, not a

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\*Miss Hepburn read from a chapter that is part of a book not yet published. She has given permission to print here a few paragraphs, which tell the story of her experience in *The Lake*.



terror-stricken mole. It was thrilling—and it is thrilling what we can do with ourselves if we really try.”

I thought that you might be interested in that story because that is really the absolute truth. That is absolutely what happened. I had a kind of childish naiveté and a certain amount of hope, and I could convey a certain amount of something to an audience, but I didn't really know what I was doing. What I learned here was to do something that I found enormously difficult—enormously difficult—because I really couldn't concentrate. I was so excited. But I did it, and I learned how to do it so that when I got stuck in a terrible position—it was shattering—I knew how to just go back and start again and take hold and build it up. And that is what one learns in an institution like this which is peopled by enormously distinguished creatures and which is an inspiration—has been an inspiration to me. My mother was an inspiration. M. Carey was an inspiration to me—and the whole notion of being able to learn enough so that you can organize what you want to say and say it and make it felt. Thank you very much.

## Closing

Now that we've met our Katharine and our Millicent we know what an opportunity failure can be for all of us with airy minds.

As Millicent McIntosh made so clear, Carey Thomas had (in Rufus Jones's words) "the habit of leaping frontiers. She was bent on the liberation of the mind from every kind of bondage." Both Millicent McIntosh and Katharine Hepburn have the same habit and the same bent, and they share another thing in common. Carey Thomas deplored "the half-happiness" with which many people seem to be content—Christians satisfied "with a half Christianity, lovers with a half love, poets with such little poems."

On your behalf I thank Millicent McIntosh and Katharine Hepburn for the full happiness they show in their lives and have shared with us tonight.

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### THE COMMITTEE FOR THE AWARD

Renata Adler	Emily Vermeule
Jewel Plummer Cobb	Marie L. Cashel
Jill K. Conway	Mary Patterson McPherson
Joan Ganz Cooney	Harris L. Wofford



## NEW UNDERGRADUATE COURSES 1977-78

### ANTHROPOLOGY

**314a.** *Comparative Hunters and Gatherers*: Miss Jane Goodale.

An intensive study of Australian Aboriginal peoples, Bushmen of the Kalahari of Southern Africa and other peoples who today subsist primarily by utilizing resources extracted from their environment through hunting and gathering technologies. Major topics to be examined will include: man/land relationships (technological, legal, and religious), independence and interdependence of social groupings, ethno-epistemology, and the theoretical importance of hunters and gatherers to anthropological thought today. Prerequisite 203a or permission of instructor.

**315b.** *Middle Eastern Ethnography and Theory*: Miss Cathie Witty.

The focus is on current Middle Eastern populations, but the relevance of comparative study with other cultures is stressed. Areas of discussion include: kinship, ecology, women, networks in relation to traditional models of alliance, ethnographic bias, politics, law and development. Prerequisites: Anthropology 203a or permission of the instructor.

### CHEMISTRY

**313a.** *Mathematical and Numerical Methods in Chemistry*: Mr. Jay Anderson.

Selected topics from linear algebra, calculus, and differential equations as applied to problems in spectroscopy, thermodynamics, and kinetics. Three lectures per week and regular use of the computer. Prerequisites: Chemistry 203 and Mathematics 101 or equivalents; permission of the instructor.

### CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

**208b.** *Texts as Sources for Near Eastern Archaeology*: Mrs. Maria Ellis.

The use of ancient documents for the reconstruction of material culture and society in the ancient Near East. Ways in which written and archaeological sources complement each other are studied. Primary emphasis is on Mesopotamian documents and material remains, but some Egyptian evidence is included.

### ENGLISH

**303b.** *Advanced Old English*: Mr. Robert Burlin.

Readings in Old English Poetry, primarily from the Exeter and Vercelli with attention to specific textual and critical problems. Prerequisite: English 300.

**312b.** *Studies in Sixteenth-Century Lyric Poetry*: Mrs. Jane Hedley.

The evolution of lyric poetry through the Tudor and Elizabethan periods is traced, with the focus on five sixteenth-century poets. Prerequisites: English 282a, English 210a, or English 330a.

**352b.** *Romantic Poetry and Prose*: Miss Anne Kaier.

A study of major works by Coleridge, Wordsworth, Byron, Shelley, Hazlitt and Keats. The course will focus on several central Romantic concerns: the nature of the creative mind; poems about the poet and the factors which foster or impair the growth or exercise of poetic genius; aims for the social, moral and aesthetic effects of poetry on the reader. Prerequisite: permission of instructor.

**356a.** *Victorian Literature and the Religious Experience:* Mrs. Eileen Johnston.

The course aims to study, in the context of cultural and literary history, the dialectic of faith and doubt in the minds of many Victorian writers. It will address the problems of how religious questions (both personal dilemmas and public controversies), ideas, values and paradigms of experience informed the authors' literary choices about genre, structure, point of view, characterization, imagery, and style. The primary readings will include crisis autobiographies, lyric poems, dramatic monologues, polemical and theoretical writings, and popular and serious novels.

**365a.** *American Autobiography:* Miss Annette Niemtzow.

A study of selected texts in the genre, from the Puritans to the present.

**365b.** *The American Dream:* Miss Annette Niemtzow.

Political, social, and economic visions of America based on a selection of literature from the Puritans to the present.

**390a.** (INT.) *The Realistic Mode:* Miss Constance Jordan, Andrew W. Mellon  
Post-Doctoral Fellow.

The course will explore the nature of realistic representation in selected works of literature and painting in nineteenth-century France and England, and examine relationships between painters and writers, photographic techniques in painting, caricature, optics, perspective and the psychology of visual perception.

**390b.** (INT.) *The Pastoral* (English and French—Comparative Literature): Miss Constance Jordan.

The pastoral as literary convention in lyric, elegy, drama, and romance is examined, considering the poet's ideal world and its relationship to social and political realities. Prerequisites: Reading knowledge of French desirable, Italian helpful. French texts will be read in French; translations may be used by those who need them.

**391b.** (INT.) *The Idea of Imitation in Renaissance Literature* (English and French—Comparative Literature): Miss Constance Jordan.

The writer's use of language, his depiction of fact and fantasy, real and imaginary subjects, and the idea of literature as true-to-life yet a game are discussed. Some attention is given to recent critical work in poetics and theory of language. Prerequisites: same as for 390b.

## GERMAN

**203b.** *Nineteenth-Century German Drama:* Miss Jutta Ramin.

Attention is focused on major German playwrights of the nineteenth-century. Emphasis is given to the position of these authors in the history of German literature and thought and to the social and political implications of their plays. Prerequisites: German 201 or equivalent level of language proficiency.

**250b.** (INT.) *Germanic Mythology:* Mr. Stephen Jaeger.

The culture, religion and mythology of the Germanic peoples before and during the conversion to Christianity. Reading of the Eddas, some epics and historical sources. (In English.)

**308a.** *Introduction to Middle High German:* Mr. Stephen Jaeger.

The language of the courtly literature of Germany in the high Middle Ages. Readings from *Das Nibelungenlied*, *Tristan und Isolde*, *Parzival*, the lyric of Minnesang.

## GREEK

**360a.** (INT.) *Forms of the Epic*: Mr. Neil Forsyth, Andrew W. Mellon Post-Doctoral Fellow.

An exploration of the epic genre with special emphasis on the conventions which govern its composition and its reception by the audience. Readings will include *Odyssey*, *Song of Roland*, *Beowulf*, *Vergil*, *Tasso* and *Milton*.

**361b.** (INT.) *Theories of Myth*: Mr. Neil Forsyth.

A range of theories from various disciplines will be explored in an effort to answer the questions: how are we to interpret a myth? In what context should we place a myth so that its meanings are revealed?

## THE GROWTH AND STRUCTURE OF CITIES

**306b.** (INT.) *Architecture in Philadelphia*: Mr. George Thomas.

The course will survey the modern movement in architecture as it is represented in the Quaker City, presenting styles and theory from the Greek Revival of the early nineteenth century to the nationally recognized "Philadelphia School" of the past decade. Special emphasis will be placed on the relationship between the traditional historiography of contemporary architecture and the reality of the built city.

## HISTORY

**393b.** (INT.) *England in the Sixteenth and Seventeenth Centuries*: Mrs. Elizabeth Foster.

Self-portrait of an age. The views which writers of the Elizabethan and Stuart period had of themselves and of the England in which they lived will be studied. Students will work with rare books at Bryn Mawr and Haverford.

## HISTORY OF RELIGION

**213b.** *Tradition and Design in Luke-Acts*: Mr. John Drury, Roian Fleck Resident in Religion.

A study of Early Christian historiography.

**220b.** *Ethics and Society in Christian Perspective*: Miss Nancy Bancroft, Pitcairn Crabbe Foundation Visiting Lecturer.

A critical-historical review of changing Christian social thought in the twentieth century, emphasizing the thought of Reinhold Niebuhr, Christian socialism, and current liberation theologies.

**316b.** *Christianity and Marxism*: Miss Nancy Bancroft.

An historical study of Marxist social thought and a comparative analysis of Marxist and Christian social thought in the U.S., Europe and Latin America.

## MATHEMATICS

**001a.** *Basic Math Skills*: Mrs. Nancy Hagelgans and student assistants.

A remedial course designed to overcome deficiencies of background in preparation for college level mathematics courses.

## MUSIC

**212b.** *Studies in Renaissance Music:* Mrs. Courtney Adams.

The chanson, mass and motet before and during the period of Josquin des Prez. Earlier composers will include Dufay, Busnois and Ockeghem among others. Prerequisite: Music 101 or permission of the instructor.

## POLITICAL SCIENCE

**234b.** (INT.) *Urban Politics and Public Policy:* Mr. Alan Charles Emdin.

A review of the major approaches to the study of public policy with cases drawn from urban America. Special attention will be given to the concept of power.

**340b.** *The State and the Multinational Corporation in Latin America:* Mr. Paul Sigmund, Visiting Professor on the IBM Hispanic Studies Fund.

The course will examine the efforts of Latin American governments to limit, direct, control, or nationalize foreign investments, especially in the area of mineral resources. It will devote particular attention to the cases of Mexico, Cuba, Chile, Peru, Venezuela and Brazil. The policies of the multinationals, the United States government, and of the host countries will be critically evaluated, as well as general approaches such as imperialism, dependency, structuralism, and the application of game theory to foreign investment.

## PSYCHOLOGY

**301b.** *Contemporary Issues in Behavior Theory:* Mr. Nicholas J. Mackintosh, Katharine E. McBride Visiting Professor.

A reorganization of the literature in the special field of animal learning, bringing to bear in particular the contemporary work in the field with the view of developing a new theoretical perspective of animal intelligence.

## SOCIOLOGY

**217a.** *Comparative Perspectives on Kinship:* Mrs. Sheila Bennett.

Kinship and domestic groups in contexts of socioeconomic change. Among perspectives and problems developed: evolutionary perspectives on the family and kinship, the impact of industrialization and urbanization (including the colonial experience), the Black family, American kinship.

**243a.** *Social and Cultural Change:* Mrs. Sheila Bennett.

Perspectives on social and cultural change examined with particular attention to underlying images of society and the individual, and the nature of social and cultural systems. Psychological modernity and diffusion theories of cultural change are dealt with as they relate to transformations of institutional structures and political and economic relations.

# THE GRADUATE SCHOOL OF ARTS AND SCIENCES

## New Seminars 1977-78

### LATIN

*Boethius*: Miss Myra Uhlfelder

### MUSIC

*Bach* (Semester I), *The String Quartets of Haydn and Mozart* (Semester II): Mrs. Courtney Adams

### RUSSIAN

*Russian Prose of the Early Modern Period*: Mr. Dan E. Davidson

### SPANISH

*Critical Approaches to Literature*: Mrs. Willard King

## GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

### Seminars offered for the first time in Law and Social Policy Program 1977-78

*Personal Rights and Public Intervention*: Mr. Richard H. Gaskins

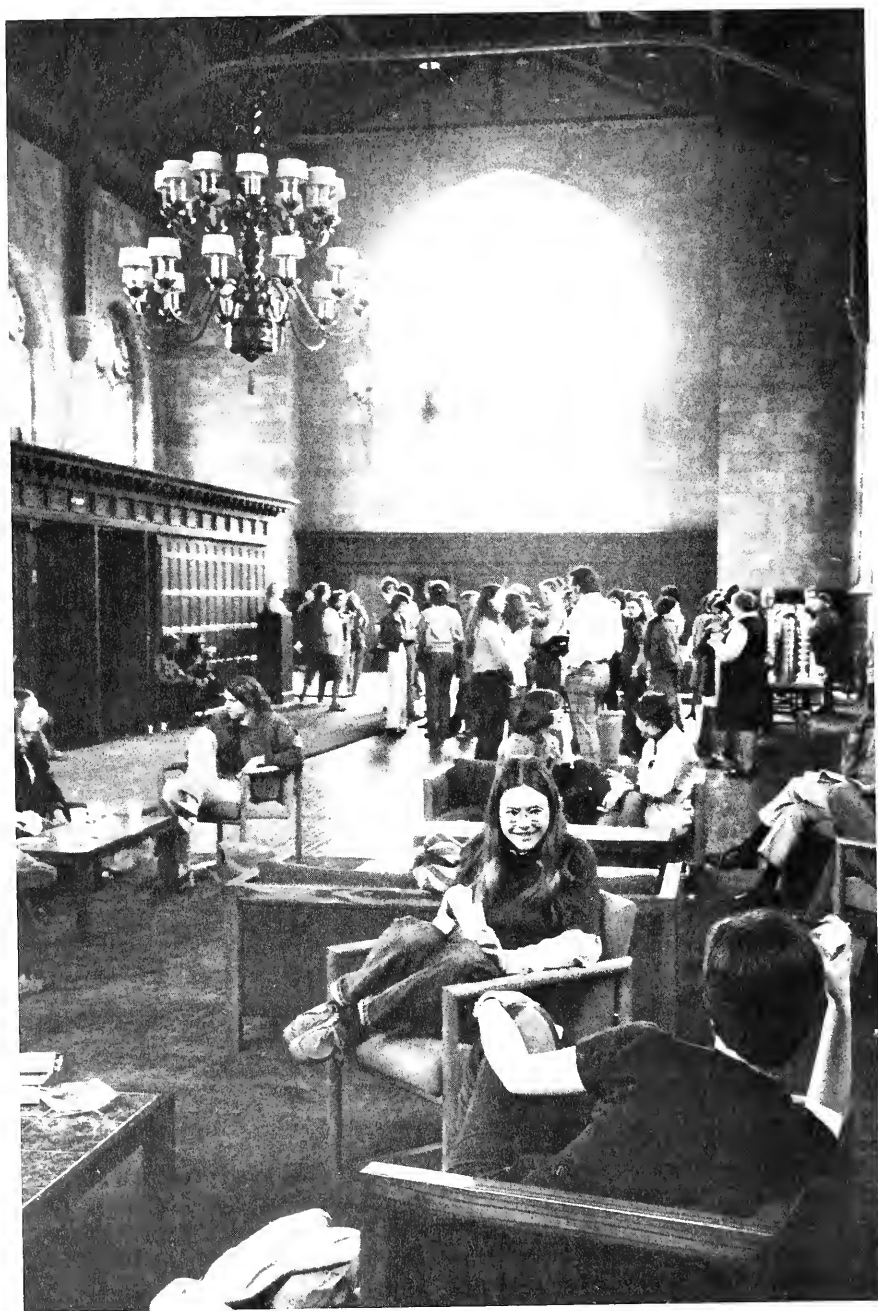
This course will explore the legal and social problems of reconciling individual rights and the public interest.

*Law and Social Policy: Income Maintenance*: Mr. Howard Lesnick

This course will look at the major cash programs—old-age insurance, unemployment insurance, and public assistance—as well as related “in-kind” assistance programs which together constitute public law of income maintenance.

*The Advocacy Seminar*: Mr. Howard Lesnick and Miss Cathie Witty

This course will emphasize the informal techniques and interpersonal skills of successful practice in the border areas between law and social service.



Students and faculty gather informally at coffee hour in the Great Hall of Thomas Library, where public lectures and receptions are also held.



## SPECIAL EVENTS

### THE MARY FLEXNER LECTURES

*Living a Life*, by Stephen Toulmin, Professor of Social Thought and Philosophy, University of Chicago: September 28 - November 2, 1977

The titles in the series were: Ethical Skepticism, Moral Consensus; Philosophy and the Newer Casuistry; Ethical Principles and Historical Parables; Moral Objectivity and the Kingdom of Ends; The Mind as a Moral Workspace; Good Lives..

### INSTITUTES/CONFERENCES

*Strengthening Communications Between the Concerned Shareholder and the Corporation*: February 26, 1977

Bryn Mawr and the Western Electric Company sponsored a seminar which brought senior business executives and shareholder advocates together with students, alumnae, faculty and staff from the two-college community to explore issues of corporate responsibility.

*The Russian Language Institute*: June 27 - July 23, 1977

An intensive program for instructors of Russian, the Institute provided an opportunity to update language and language-teaching skills on the basis of some recent American and Soviet work. Two Soviet scholars participated in the programs under an agreement with the Pushkin Institute of the Russian Language in Moscow.

*Advisory Council on Bryn Mawr's International Programs*: October 21-22, 1977

The third conference featured a discussion led by Leonard Unger, Ambassador to the Republic of China, and a session with international students at Bryn Mawr.

*Brainstorming Session on Problems of Definition of the Continental Margin*: November 18-19, 1977  
Representatives from the United Nations, the U. S. Committee for the Oceans, and the State Department as well as geologists participated in this conference on the law of the sea.

*The Uses of the Law*: February 12, 1977

A Werkman Career Conference was held for students and alumnae interested in prospects for new lawyers and current options in law practice.

*Women in Geology—The Challenge of Professionalism*: April 23-24, 1977

Women who have recently entered geologic professions advised students on the personal and academic preparation necessary for careers in geology.

*Business Career Planning Seminars*: Saturdays, October 1 - November 12, 1977

These seminars were planned in conjunction with a group of young alumnae, currently pursuing careers in business. Students were introduced to the nature of business decisions, in order to help them develop familiarity with business terms and to consider the role of leadership and cooperation in corporate management.

*Summer Institute for Women in Higher Education Administration*: July 5 - July 28, 1977

Sponsored by Bryn Mawr and HERS/Mid-Atlantic, the Institute was offered for professional women in higher education, both faculty and staff.

### A LECTURE IN MEMORY OF JOHN E. FORSYTHE, TREASURER, BRYN MAWR COLLEGE, 1953-1977

*The Architecture of Cope and Stewardson*, by George Thomas: December 10, 1977

Mr. Thomas, Lecturer in the Growth and Structure of Cities, placed Bryn Mawr's collegiate Gothic buildings designed by the firm of Cope and Stewardson in the context of turn-of-the-century and contemporary architecture in Philadelphia and at other colleges.

## THE BOARD OF TRUSTEES OF BRYN MAWR COLLEGE

Edmund B. Spaeth, Jr.

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J. Tyson Stokes	Margaret Bell Cameron
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Mary Hale Chase

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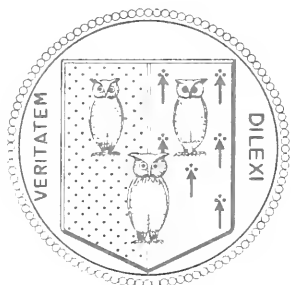
J. Edgar Rhoads

Elizabeth Gray Vining

\*Nominated by the Alumnae Association



ny Groes, a view from the College, in winter



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**BRYN MAWR COLLEGE**  
BRYN MAWR, PENNSYLVANIA 19010







